

DOCUMENT RESUME

ED 201 759

CE 028 676

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TITLE Family Living Supplement.
INSTITUTION Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE 81
NOTE 187p.
AVAILABLE FROM Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1515 W. Sixth Ave., Stillwater, OK 74074 (\$9.50).
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Behavioral Objectives; *Career Education; Career Planning; Children; Clothing; Daily Living Skills; Family Life; *Family Life Education; Family Relationship; Food; *Home Economics Skills; Homemaking Skills; *Home Management; Housing; Instructional Materials; Job Search Methods; Learning Activities; *Money Management; *Occupational Home Economics; Success; Vocational Education

ABSTRACT

This family living supplement contains 125 supplemental ideas and strategies designed to help vocational home economics teachers increase student motivation and enrich the teaching process. Ideas and strategies are organized into seven sections. These are career planning, securing a job, and career success; managing financial resources, buying practices, using banking services, establishing credit and obtaining bank loans, and financial security; personal development and personal relationships; life styles, pregnancy and childbirth, infant care, and parent child relationships; clothing selection and care; meal planning and table service, kitchen tools and utensils, food preparation, and special occasions; and housing selection and home furnishing selection and maintenance. Materials are provided in a variety of forms, including bulletin board ideas, transparency masters, puzzles, word hunts, mobiles, quiz games, and visual presentations. (MN)

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FAMILY LIVING SUPPLEMENT

ED201759

Written By
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State Department of Vocational and Technical Education
Stillwater, Oklahoma
1981

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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Developed by the Curriculum and Instructional Materials Center
For the Division of Vocational Home Economics

Joyce Thompson, State Supervisor

OKLAHOMA STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION

Leslie Fisher, Chairman

Francis T. Tuttle, Director

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CE 028 676

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Curriculum and Instructional Materials Center

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Printed in the United States of America by the
State Department of Vocational and Technical Education
Stillwater, Oklahoma 74074

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ACKNOWLEDGEMENTS

Appreciation is expressed to the vocational home economics teachers who participated in the "Teaching Family Living" class offered through Oklahoma University in the summer of 1980. Appreciation is also expressed to the vocational home economics teachers who participated in the independent project class through Central State University. Contributors to the Family Living Supplement were:

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My sincere appreciation is expressed to these individuals who have contributed their time, talents and knowledge toward the development of this publication.

Special recognition is given to Julie Rogers whose help was invaluable in the organization and typing of this publication. Thanks also to Judy DeVaughan for typing assistance and the Graphics division for duplication.

Thanks also to Joyce Sawatzky, Assistant Coordinator for the Curriculum and Instructional Materials Center, for her leadership and assistance during the development of this publication. Special recognition is given to Bob Patton, Coordinator of the Curriculum and Instructional Materials Center, for his guidance and encouragement. Thanks also to Greg Pierce, Assistant Coordinator, for coordinating the printing of this publication.

INTRODUCTION

Included in this publication are 125 supplemental ideas and strategies. Each idea included is intended to be useful in a variety of teaching-learning situations.

Development of core curriculum provides program uniformity with minimum program standards. The result is greater accountability for both the teacher and the student. The obligation of the teacher is to personalize, localize, and supplement the materials to increase motivation and enrich the teaching process. The result is teachers who enjoy teaching and students who want to learn.

The Family Living Supplement was developed to provide individual teachers with teaching ideas and strategies designed to help with motivation and learning within each classroom situation.

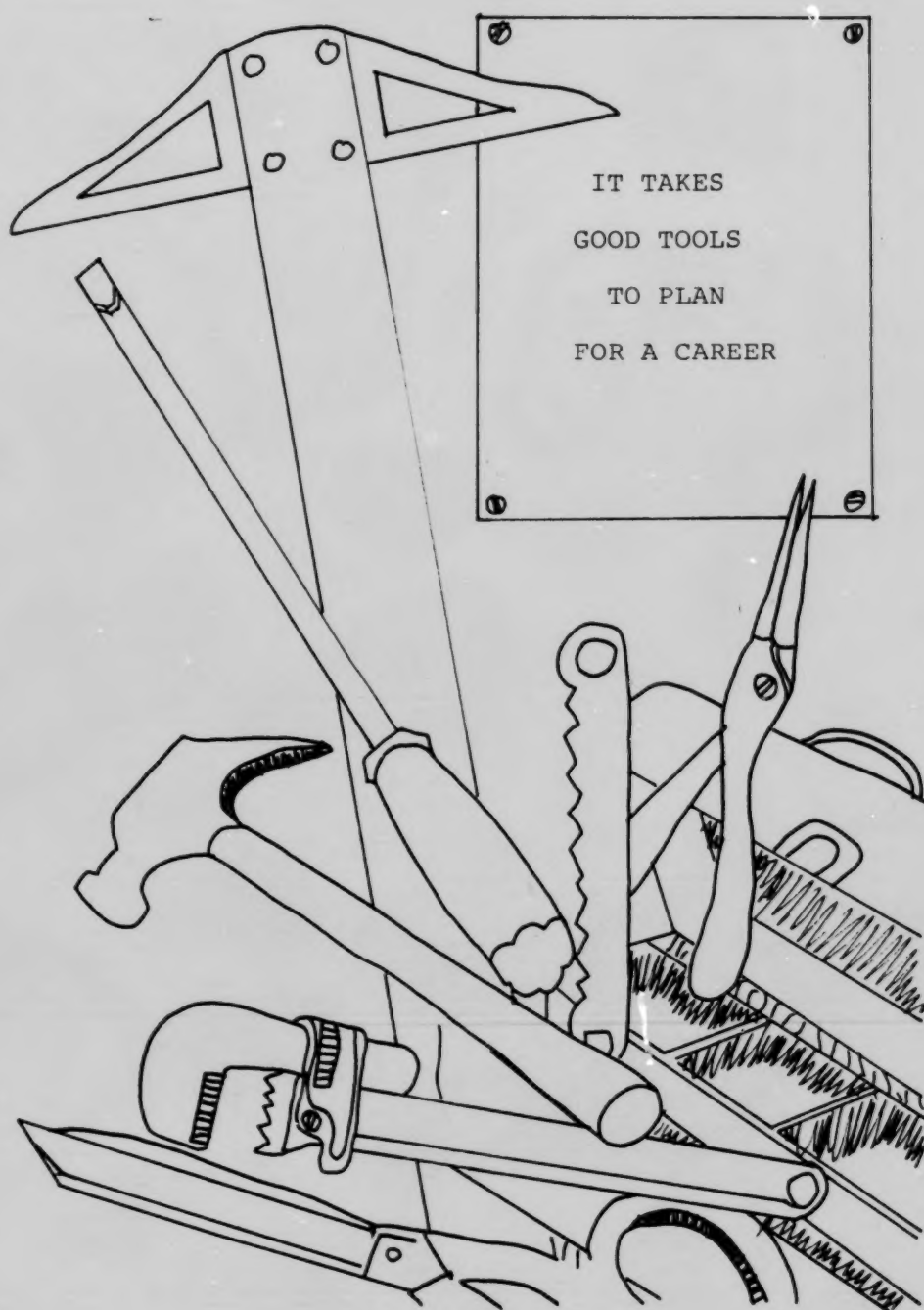
HAPPY TEACHING!!!

Debbie Truitt
Home Economics Curriculum Specialist

P.S. The answers are in the back of the book

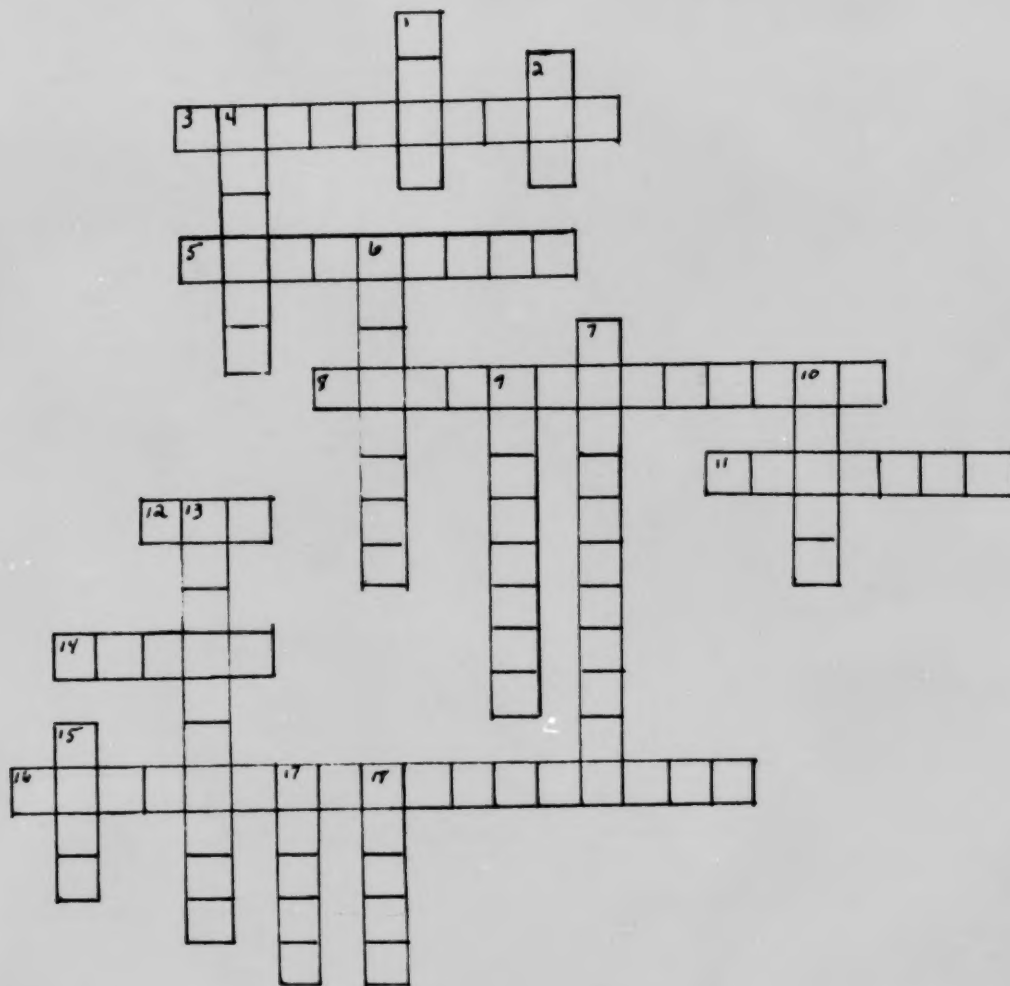
CAREER PLANNING
SECTION A UNIT I
PRESENTATION OF OBJECTIVES
BULLETIN BOARD

On each of the tools write one of the 15 specific objectives.



CAREER PLANNING
SECTION A UNIT I
OBJECTIVE #1
CROSSWORD PUZZLE

Using the definitions on the following page, complete the crossword puzzle of terms describing career planning. Some terms may appear more than once.



Across

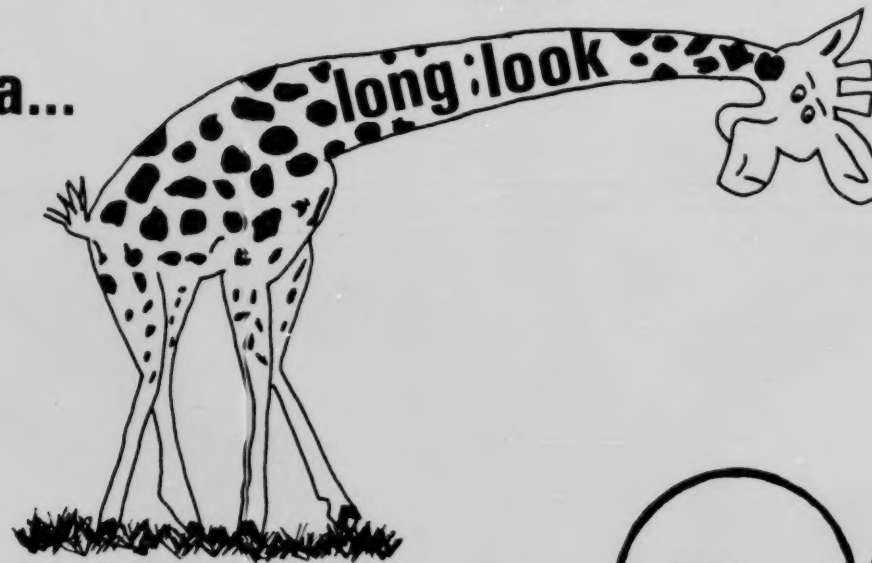
3. Group of similar jobs
5. What you think about yourself
8. Ability to recognize own values, ambitions, and goals
11. Power to do a task or skill
12. Group of similar positions in a work situation
14. Personal belief that tells a person what is desirable and worthwhile
16. Self-belief that your abilities and feelings are consistent with what you think of yourself; liking yourself

Down

1. Objective you plan to achieve
2. Group of similar positions in a work situation
4. Progress of individual toward his/her work; may include variety of jobs/occupations/professions
6. Something a person enjoys
7. Process through which thoughts and ideas are used and become values or not used and discarded
9. Natural tendency, inclination, or ability to do a task or skill; quickness to learn or understand a particular function
10. Ability to do a job well
13. Group of similar jobs
15. Any kind of planned or responsible activity in which an individual engages with expectation of a return for efforts
17. Personal belief that tells a person what is desirable and worthwhile
18. Ability to do a job well

CAREER PLANNING
SECTION A UNIT I
OBJECTIVE #3
TRANSPARENCY

Take a...



at careers

Major
industry
occupations

Government
occupations

Sales and
services
occupations

Agricultural
Occupations

Clerical
and related
occupations

Professional
managerial,
and related
occupations

Skilled
and manual
occupations

CAREER PLANNING
SECTION A UNIT I
OBJECTIVE #6
BULLETIN BOARD

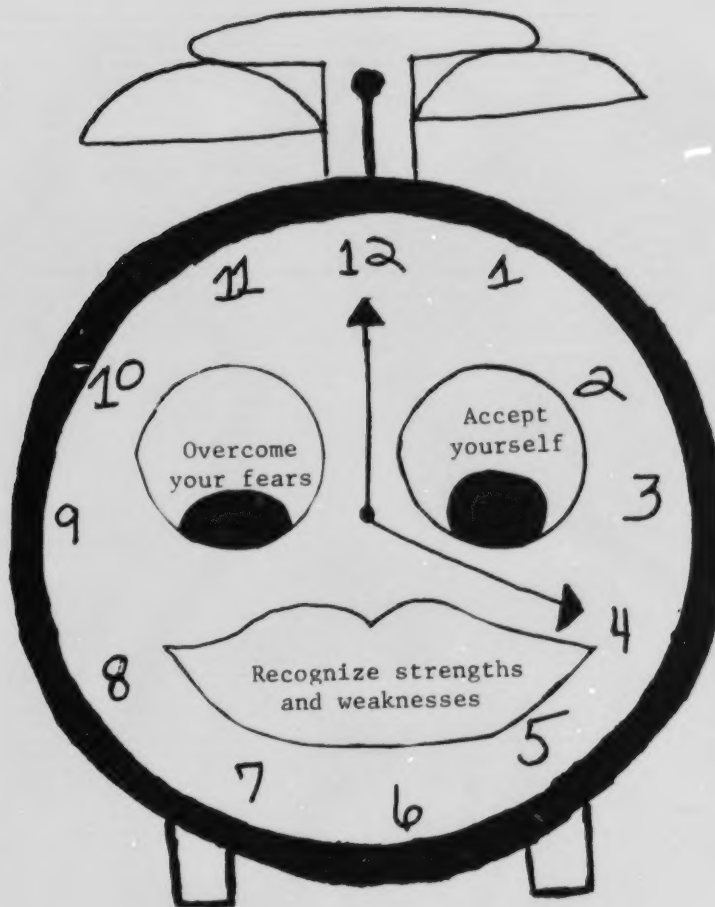


Directions: Write these steps in the value development process on the rungs of the ladder

- A. Get an idea from people, places, or things
- B. Determine if the idea fits your self-image
- C. Try out the idea for awhile
- D. Give idea the "time test"
- E. Accept idea as a value

CAREER PLANNING
SECTION A UNIT I
OBJECTIVE #7
BULLETIN BOARD

6



DEVELOPMENT OF A POSITIVE SELF-IMAGE

SECURING A JOB SECTION A UNIT II PRESENTATION OF OBJECTIVES

Using the "Want Ads" from a newspaper, cut out paper-doll type figures. If desired, use the one below, enlarge it, and use it as a pattern. In big bold bright letters, write specific objectives on securing a job on one of these "Want Ad Figures". You can also use a full sheet of want ads for writing specific objectives and hang these sheets from a clothes line across room.

usual firm
sales assist-
d. must have
pleasant phone
to greet custom-
er. Mr. VanVoorst.

LL
Lead.
needs
SW, Exc.
co. benefits.
Call Ruby

**BANK DRIVE IN
SUPERVISOR**

portunity. qualified
hwer. B.
13-4401

TELLERS
bank, experience
thwest Bank 22
401

he area, data
work, sell mo-
one personali-
customers. Call

whole
ing a
ous purchas
sary, 10 key
Excellent
opportunit
Materials

Mature
tory
Key
946-

Need
secretary
Must have
shorthand pre-
siding

for appl. Mon. &
10am. 22-2444 ext. 21

Need part-time
Blue Chip Company. 65wmp.
English skills, ins exp.

24-30 wk. Call
N. MacAr

Nurse aids
in full or per

**MAINTENANCE
OPPORTUNITY**

Estb. mortgage
individual with
ed in learning the mort-
gage business to perform
physical residence
duction dept. Exc co. ben-
efits. Call Janette Price
272-436

A JOB

ASHIER
dealer service
experience required
ature, personable, well
person and able to
variety of duties
755-3600

OFFICE
Labor ex
hustful. Mu
type & col
by phone.
permanent.

LERK
e most
able to
iness is

DEFINITIONS

HELP NEEDED
OFFICE: NO INS EXP.
YPING & FILING REQ.
521-9911

PHOTO LAB need
to assist for comput
& A/R; reconcile check
balance cash register
smoker preferred \$4

Entry Operator 2-
perience with disk
rior preferred Call 529
pointment. Mid Cen
Food Service Inc. 12 P

SECRETARY
needed for fast gr
business. Call for 85
WESTERN WO

SECRET
Downtown a
has immedi
1 secretar
skills nec
salary \$
Mrs. F

ACCOU
Local indep
area has im
person with
experience &
ables & receiv
due a plus. E
working condit
& salary requir
552 Oklahoma a

ORDER

NW Mgr. firm has
for person w/3 to 5 y
trving exper. Some n
calculation required
on speed & accuracy
ins. good benefits. Mo.
For further inform
opt. call Corken Int
orp. Personnel Dept. 9

rt time experienced
scriptionist needed for
s office in MWC. 733-

time general office, ex-
ing conditions. NW
appointment. 842-8007

ART TIME SEC'Y
ice, general secretarial &
wk High school

528-7750
ty Employer M/F
EXPERIENCED
ATIC ASSIST NEED-
721-0414, 8 to 4:30
-dication aide. 11/77
earning

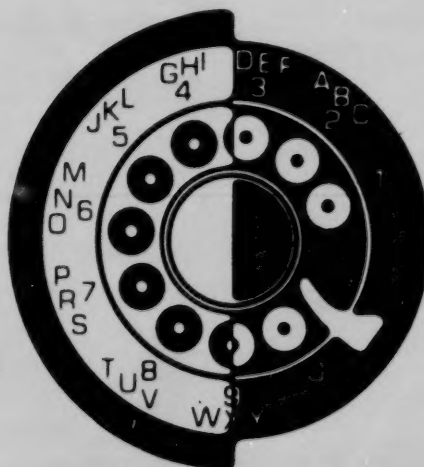
NOR
matur
good
exper
Hours
in per

tion with
ence pre-
working
personnel
on

SECURING A JOB
SECTION A UNIT II
OBJECTIVE #1
TELEPHONE CODE

Using the numbers on the telephone dial, decode each of the number groups below to list the ten terms in the securing a job unit. After the "code" is broken, place the letter of the definition that matches the term at the left of each word. The definitions are listed on the following page.

1. 4 6 8 3 7 8 4 3 9
2. 7 3 7 8 6 3
3. 2 5 4 6 3 2 3
4. 4 3 5 7 9 2 6 8 3 3 2 3
5. 3 6 7 5 6 9 6 3 6 8 9 2 6 8 3 3 2 3
6. 3 6 7 5 6 9 6 3 6 8 2 4 3 6 2 9
7. 8 6 4 6 6
8. 2 7 7 7 3 6 8 4 2 3 7 4 4 7
9. 8 6 4 6 6 4 2 5 5
10. 2 7 7 5 4 2 2 8 4 6 6 3 6 7 6



Definitions

- A. Classified advertising that does not identify the advertiser
- B. Classified advertisement placed by individuals seeking employment and telling what their qualifications are
- C. Printed form on which job applicants record information about their personal history, job history, job experience, education, and reference
- D. Business that is designed to help individuals find employment
- E. Union maintained office where members can find out about possible job openings
- F. Written statement or summary of information about an individual that would be of interest to a prospective employer; may also be referred to as personal data sheet
- G. Classified advertisement telling what kind of job is available and what the qualifications are
- H. Meeting of employer and job applicant for purpose of evaluation and questioning
- I. Program that provides on-the-job skill training in combination with classroom instruction
- J. Organization designed to assist and protect welfare of members

SECURING A JOB
SECTION A UNIT II
OBJECTIVE #3
MOBILE



PEOPLE

EMPLOYMENT OFFICES
OF
PRIVATE
BUSINESS
FIRMS

SCHOOL PLACE-
MENT
SERVICES

FORMER EMPLOYERS

EMPLOYMENT
AGENCY

NEWSPAPER

WINDOW SIGNS

UNIONS

CAREER SUCCESS
SECTION A UNIT III
OBJECTIVE #1
WORD SCRAMBLE

Unscramble the following words and match the terms to the correct definition listed below.

1. LANEIGRN DTUETAIT
2. TDTUEATI
3. KOWR CTHEI
4. NTLAEHCIC GEKWNDLEO
5. NHAUM SRLTONAEI
6. FCOIFE TCREHACAR
7. BJO CHNETMENIR SPORGARM
8. BTHIA
9. MCNTOMIOCUANI
10. RKWO ULVEA

- ___ A. Way which one acts and feels about people, things, and ideas
- ___ B. What you know about the job itself
- ___ C. Sharing of a message or an idea which results in a high amount of understanding
- ___ D. Continuous process of getting along with people
- ___ E. Traditional belief that Americans owe it to their country (and God) to work; asserts that it is morally wrong not to work
- ___ F. Emerging concept that individuals owe it to themselves rather than to society to work; asserts that there is human dignity to be found in work
- ___ G. Worker known/recognized for certain traits
- ___ H. Opportunities designed to upgrade a worker's technical and/or people knowledge
- ___ I. Action that is acquired and has become automatic
- ___ J. Ongoing alertness for any departure from your present knowledge or training

CAREER SUCCESS
SECTION A UNIT III
OBJECTIVE #3
WORD SEARCH

Find the hidden words that describe desirable employee characteristics and traits. The words may be found up and down, across and backwards. There may be other desirable characteristics also hidden.

```

C H E E R F U L O D N I K A D P L G
O A D E R E N N A M L L E W E A O O
U T U F E P U N C T U A L O P T R O
R E R S U O I V N E F S H Y E I T D
T F R I E N D L Y T O B A D N E N C
E U B O N S L U F H T U R T D N O O
O L I E S A D F L G A R B R A C C M
U H O N E S T Y Y D E E R G B E F M
S I N C E R E H S M E A N J L E L U
Y D E M O O R G L L E W R E E L E N
F S A D N A T U R A L L U A D P S I
G O G E N E R O U S T U D L E F E C
R B A R O M U H B R A V E O T U V A
E R E S P E C T F U L A T U E L I T
S U O I T I B M A N I C E S R E T I
S E N T H U S I A S M I C R M L A O
I R E E G N I V I G O R F A O B I N
V W E L L O T N A R E L O Y N A T X
E N E A T M A N N E R E A I E E I Y
C O O P E R A T I O N L O V D E N R
R L O I M A G I N A T I V E F R I T
E L B I S N O P S Y R G O O D G N S
P O B E D I E N T C L E A N L A A U
M G O O D S P O R T S P O K E N G D
E V I T N E M U G R A S O F T B T N
T D A B D E C E I T F U L T C D U I
G C A D J U S T A B L E X J K Y O C
T D E P E N D A B I L I T Y E E P C
G S T V Y T I L I B A T P A D A J O

```

Terms hidden:

Dependability
Industry
Enthusiasm
Tact

Initiative
Honesty
Loyalty
Cooperation

Adaptability
Courtesy
Patience
Self-control

CAREER SUCCESS
SECTION A UNIT III
OBJECTIVE #3
BULLETIN BOARD

It's Time To Crow About Desirable
Employee Characteristics

ADAPTABILITY
INDUSTRY
HONESTY
DEPENDABILITY
TACT
LOYALTY
COURTESY
PATIENCE
INITIATIVE
COOPERATION
SELF CONTROL
ENTHUSIASM



CAREER SUCCESS
SECTION A UNIT III
OBJECTIVE #3
DESIRABLE EMPLOYEE INVENTORY

How Do I Rate?

Here are twenty traits without which, though you may have ability, brains, skill, and information, you can hardly expect to succeed in competition with other people on the job. Think about yourself - rate yourself in the right-hand column how often you think you show each of these traits.

5 points--Always
4 points--Usually
3 points--Sometimes
2 points--Never

1. IS SOCIABLE: Smiles a great deal; gets along with people; has a keen sense of humor _____
2. IS COURTEOUS: Considerate of other people; gives extra service; says "Please" and "Thank You" _____
3. USES SELF CONTROL: Is able to control one's temper and emotions; accepts criticism willingly _____
4. IS COOPERATIVE: Helps fellow workers and customers; is willing to assume responsibility _____
5. HAS INITIATIVE: Makes best use of time; thinks up new ideas; makes suggestions for improvement _____
6. IS INDUSTRIOUS: Wants the business to succeed; wants to see others succeed; is a doer, not a dreamer _____
7. IS TACTFUL: Says the right thing at the right time; does not argue, makes the other fellow feel he is doing things his way _____
8. IS ENTHUSIASTIC: Is not afraid of hard work; likes people; does his job as if he owned the business _____
9. IS CONSIDERATE: Makes an effort to see the other fellow's point of view; is always on the alert to help others _____
10. IS ORDERLY: Systematizes his work; keeps things in their proper place _____
11. IS HONEST: Is held in highest confidence; takes responsibility for his own errors; avoids temptation, bad companions _____
12. IS DEPENDABLE: Is always on the job; observes company policies and procedures; does what he is told to do _____
13. HAS SELF CONFIDENCE: Believes he can and will succeed; does not know it all; never alibis _____
14. IS LOYAL: Believes in the company for which he works; knows people who are qualified will be advanced; observes company policies _____
15. IS INTELLIGENT: Knows what he is doing; makes an effort to learn new methods _____

16. IS ADAPTABLE: Makes adjustments easily; welcomes changes;
judges new ideas on merit rather than by
prejudices _____
17. MEMORY: Remembers and can associate names and faces; is
able to retain essential facts; discards non-
essentials _____
18. IS ECONOMICAL: Saves time and effort by being efficient;
watches use of supplies that are costly _____
19. USES JUDGMENT: Bases judgment of facts; makes decisions
on merit; is noted for sound judgment _____
20. HAS PERSISTENCE AND PATIENCE: Does not lose patience
easily; tries again and again;
is not easily discouraged _____

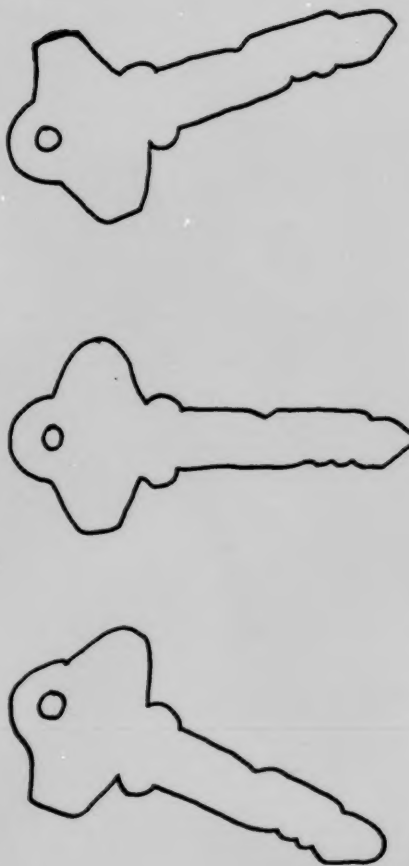
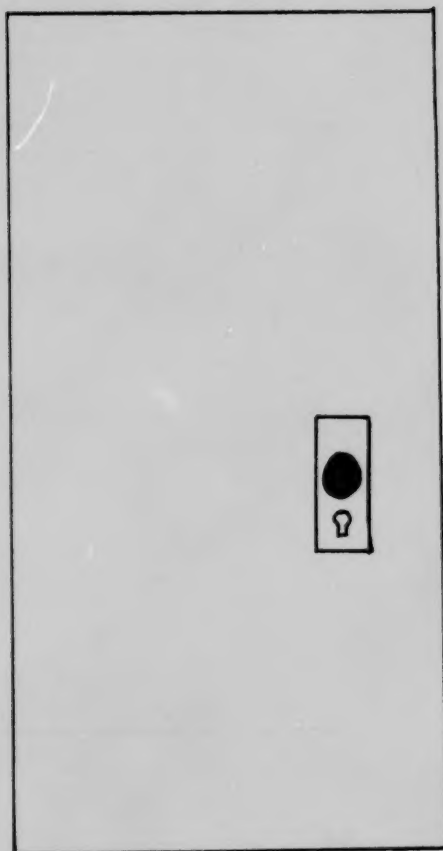
Your Total**** _____

Have you been honest with yourself? _____

MANAGING FINANCIAL RESOURCES
SECTION B UNIT I
PRESENTATION OF OBJECTIVES
BULLETIN BOARD

Directions: Using bright colors, cut out 13 key figures. In bold letters write each specific objective on a separate key. Place each key around the door displayed on the bulletin board.

"OPEN THE DOOR TO MANAGING FINANCIAL RESOURCES"



MANAGING FINANCIAL RESOURCES

SECTION B UNIT I

OBJECTIVE #1, 2, 4, 7

WORD HUNT

Directions: In the word hunt below are roles of the individual in the economy, consumer activities, goal of the spending plan, and kinds of investments. The words may be upside down, backwards, down, diagonal, and across. As you find the words, circle them.

```

X P K J H G F D R T M N L K J P Y T K L
P H W O R K E R M X L Y Y E N O M P Q R
X P K J H G F D R T M N L K J P Y T K L
P H X R K R E A L E S T A T E X Y T K S
X C O R P O R A T I O N B O N D S G T M
P C I T I Z E N Y W Z D F G H A X N X A
Q O R S T X Y B C D F G H J V J U I K L
J N H K L G T M P N Q R S I X O X W X L
K S P E N D I N G B C D N F C G H O N B
Q U C D B F M M N V N G X C C D J R K U
Q M C D B F E P Y Z X B A X J F G R H S
L E T R S T A L E N T S D R T M N O X I
S R P V Q K J H G F G B H W R K L B P N
W X Z M P S V C F N N L R L K T K J K E
T R T B Q H D G I N V E S T I N G P J S
T R M L K T P V J K L N M T R D F G H S
B P K J H G A F D R T M N L K J P T K E
C K C O T S N O I T A R O P R O C R L S
D G O V E R N M E N T B O N D S X B C D

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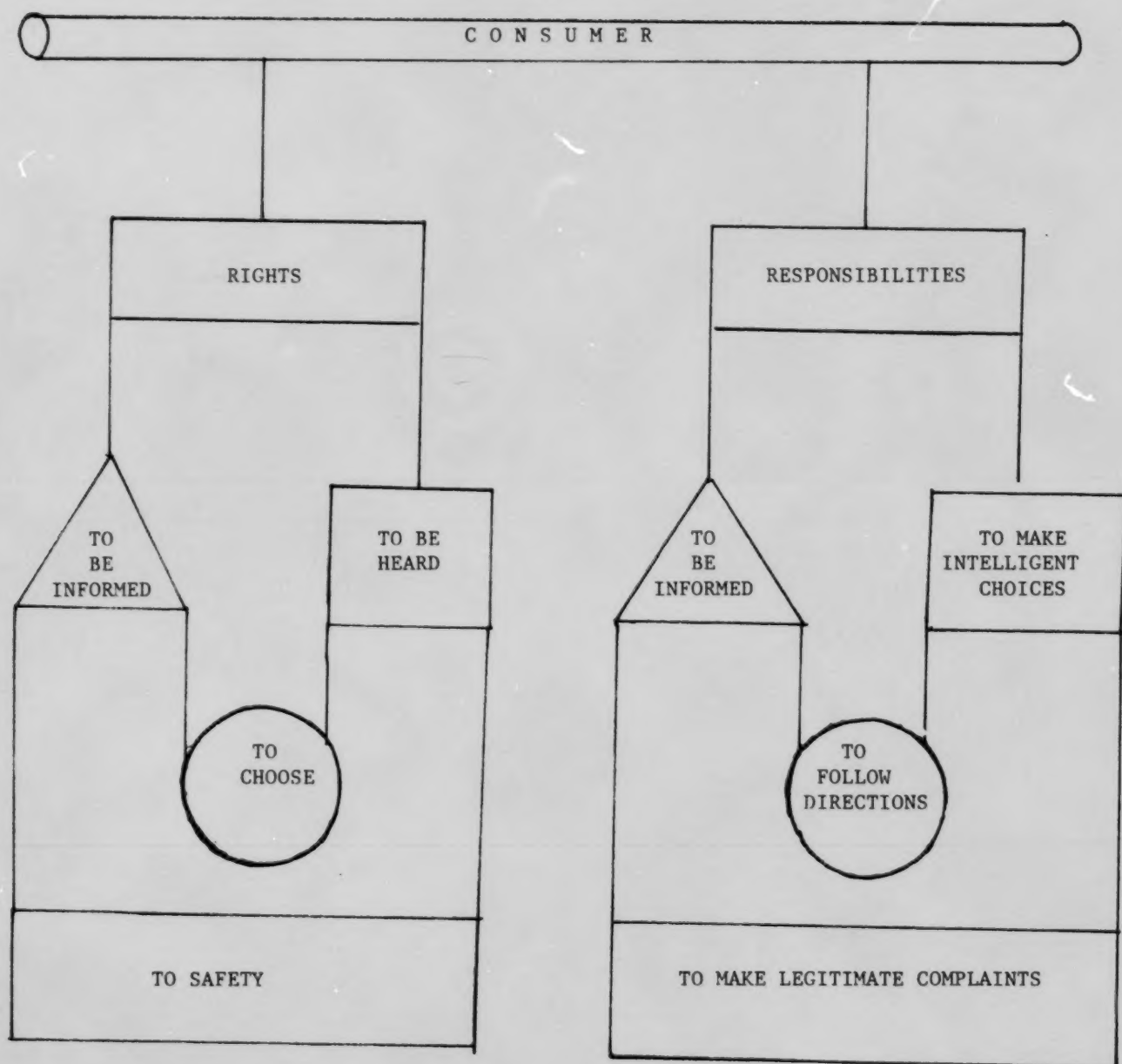
Hidden Words:

Worker
Consumer
Citizen
Spending
Borrowing

Saving
Investing
Time
Money
Talents

Real Estate
Savings accounts
Government bonds
Corporation stock
Corporation bonds
Small businesses

MANAGING FINANCIAL RESOURCES
SECTION B UNIT I
OBJECTIVE #3
MOBILE



MANAGING FINANCIAL RESOURCES
SECTION B UNIT I
OBJECTIVE #5
BULLETIN BOARD

"STEPS IN DEVELOPING A SPENDING PLAN"

1. Determine Goals
2. Estimate Cash Available
3. Plan Expenditures



MANAGING FINANCIAL RESOURCES
SECTION B UNIT I
OBJECTIVE #7
BULLETIN BOARD OR TRANSPARENCY MASTER

INVESTIGATE BEFORE YOU INVEST



SAVINGS ACCOUNTS
GOVERNMENT BONDS
CORPORATION STOCK
CORPORATION BONDS
SMALL BUSINESSES
REAL ESTATE

MANAGING FINANCIAL RESOURCES
SECTION B UNIT I
OBJECTIVE #9
CRYPTOGRAM

Do you know where your taxes go?

Directions: In the cryptogram below are types of taxes. Use the given code to fill in the blanks. After all the words are found, determine the value of taxes in the space provided at the bottom of the page.

Code: $\frac{A}{1}$ $\frac{B}{2}$ $\frac{C}{3}$ $\frac{D}{4}$ $\frac{E}{5}$ $\frac{F}{6}$ $\frac{G}{7}$ $\frac{H}{8}$ $\frac{I}{9}$ $\frac{J}{10}$ $\frac{K}{11}$ $\frac{L}{12}$ $\frac{M}{13}$ $\frac{N}{14}$ $\frac{O}{15}$ $\frac{P}{16}$ $\frac{Q}{17}$ $\frac{R}{18}$

$\frac{S}{19}$ $\frac{T}{20}$ $\frac{U}{21}$ $\frac{V}{22}$ $\frac{W}{23}$ $\frac{X}{24}$ $\frac{Y}{25}$ $\frac{Z}{26}$

1. $\frac{\quad}{9}$ $\frac{\quad}{14}$ $\frac{\quad}{3}$ $\frac{\quad}{15}$ $\frac{\quad}{13}$ $\frac{\quad}{5}$ $\frac{\quad}{20}$ $\frac{\quad}{1}$ $\frac{\quad}{24}$ $\frac{\quad}{4}$ $\frac{\quad}{19}$
2. $\frac{\quad}{5}$ $\frac{\quad}{24}$ $\frac{\quad}{3}$ $\frac{\quad}{9}$ $\frac{\quad}{19}$ $\frac{\quad}{5}$ $\frac{\quad}{20}$ $\frac{\quad}{1}$ $\frac{\quad}{24}$ $\frac{\quad}{5}$ $\frac{\quad}{19}$
3. $\frac{\quad}{16}$ $\frac{\quad}{18}$ $\frac{\quad}{15}$ $\frac{\quad}{16}$ $\frac{\quad}{5}$ $\frac{\quad}{18}$ $\frac{\quad}{20}$ $\frac{\quad}{25}$ $\frac{\quad}{20}$ $\frac{\quad}{1}$ $\frac{\quad}{24}$ $\frac{\quad}{5}$ $\frac{\quad}{19}$
4. $\frac{\quad}{5}$ $\frac{\quad}{9}$ $\frac{\quad}{20}$ $\frac{\quad}{1}$ $\frac{\quad}{20}$ $\frac{\quad}{5}$ $\frac{\quad}{20}$ $\frac{\quad}{1}$ $\frac{\quad}{24}$ $\frac{\quad}{5}$ $\frac{\quad}{19}$
5. $\frac{\quad}{19}$ $\frac{\quad}{1}$ $\frac{\quad}{12}$ $\frac{\quad}{5}$ $\frac{\quad}{19}$ $\frac{\quad}{20}$ $\frac{\quad}{1}$ $\frac{\quad}{24}$ $\frac{\quad}{5}$ $\frac{\quad}{19}$
6. $\frac{\quad}{7}$ $\frac{\quad}{9}$ $\frac{\quad}{6}$ $\frac{\quad}{20}$ $\frac{\quad}{20}$ $\frac{\quad}{1}$ $\frac{\quad}{24}$ $\frac{\quad}{5}$ $\frac{\quad}{19}$

Taxes are the governments chief source of $\frac{\quad}{9}$ $\frac{\quad}{14}$ $\frac{\quad}{3}$ $\frac{\quad}{15}$ $\frac{\quad}{13}$ $\frac{\quad}{5}$.

MANAGING FINANCIAL RESOURCES
SECTION B UNIT I
OBJECTIVE #9, 12
Bulletin Board

Directions: Cut out colorful letters of the following caption and place across several income tax forms that cover the bulletin board.

"LEARN TO COMPLETE YOUR OWN PERSONAL TAXES"

Form	1040A	Department of the Treasury—Internal Revenue Service U.S. Individual Income Tax Return	1980	
Use IRS label. Otherwise, please print or type.		Your first name and initial (if joint return, also give spouse's name and initial) Holly H.		
		Last name Mills		
		Your social security number 039 16 2622		
		Spouse's social security no.		
		Present home address (number and street, including apartment number, or rural route) 111 Summit Street		
		City, town or post office, State and ZIP code Wana, New York 13500		
		Your occupation clerk/student		
		Spouse's occupation		
Presidential Election Campaign Fund Requested by Census Bureau for Revenue Sharing		Do you want \$1 to go to this fund? ☒ Yes ☐ No If joint return, does your spouse want \$1 to go to this fund? ☐ Yes ☐ No		
		A Where do you live (actual location of residence)? (See page 6 of Instructions.) State ☐ City, village, borough, etc. ☐ Yes ☐ No		
		B Do you live within the legal limits of a city, village, etc.? ☐ Yes ☐ No		
		C In what county do you live? ☐ D In what township do you live?		
		For Privacy Act Notice, see page 27 of Instructions		
Filing Status Check Only One Box.		1 ☒ Single 2 ☐ Married filing joint return (even if only one had income) 3 ☐ Married filing separate return. Enter spouse's social security no. above and full name here 4 ☐ Head of household. (See pages 7 and 8 of Instructions.) If qualifying person is your unmarried child, enter child's name		
Exemptions Always check the box labeled Yourself. Check other boxes if they apply.		5a ☒ Yourself ☐ 65 or over ☐ Blind b ☐ Spouse ☐ 65 or over ☐ Blind c First names of your dependent children who lived with you		
d Other dependents: (1) Name (2) Relationship (3) Number of months lived in your home. (4) Did dependent have income of \$1,000 or more? (5) Did you provide more than one-half of dependent's support?		Enter number of boxes checked on 5a and b Enter number of children listed on 5c Enter number of other dependents. Add numbers entered in boxes above		
6 Total number of exemptions claimed		7 Wages, salaries, tips, etc. (Attach Forms W-2. See page 10 of Instructions) 844 80 8 Interest income (See pages 3 and 10 of Instructions)		
9a Dividends (See pages 3 and 10 of Instructions) 9b Exclusion Subtract line 9b from 9a		9c		
10a Unemployment compensation (insurance). Total received from Form(s) 1099-UC		10b		
11 Adjusted gross income (add lines 7, 8, 9c, and 10b). If under \$10,000, see page 12 of Instructions on "Earned Income Credit"		11 844 80		
12a Credit for contributions to candidates for public office. (See page 11 of Instructions) IF YOU WANT IRS TO FIGURE YOUR TAX, PLEASE STOP HERE AND SIGN BELOW.		12a		
b Total Federal income tax withheld (If line 7 is more than \$25,900, see page 11 of Instructions)		12b 59 20		
c Earned income credit (from page 12 of Instructions)		12c		
13 Total (add lines 12a, b, and c)		13 59 20		
14a Tax on the amount on line 11. (See page 13 of Instructions; then find your tax in the Tax Tables on pages 15-26)		14a - 0 -		
b Advance earned income credit (EIC) (from Form W-2)		14b		
15 Total (add lines 14a and 14b)		15 59 20		
16 If line 13 is larger than line 15, enter amount to be REFUNDED TO YOU		16 59 20		
17 If line 15 is larger than line 13, enter BALANCE DUE. Attach check or money order for full amount payable to "Internal Revenue Service." Write your social security number on check or money order.		17		
Please Sign Here Your signature Holly H. Mills Date 1-30-80		Spouse's signature (if filing jointly, BOTH must sign even if only one had income)		
Paid Preparer's Use Only Preparer's signature and date Firm's name (for yours, if self-employed) and address		Check if self-employed ☐ Preparer's social security no. E.I. No. ZIP code		

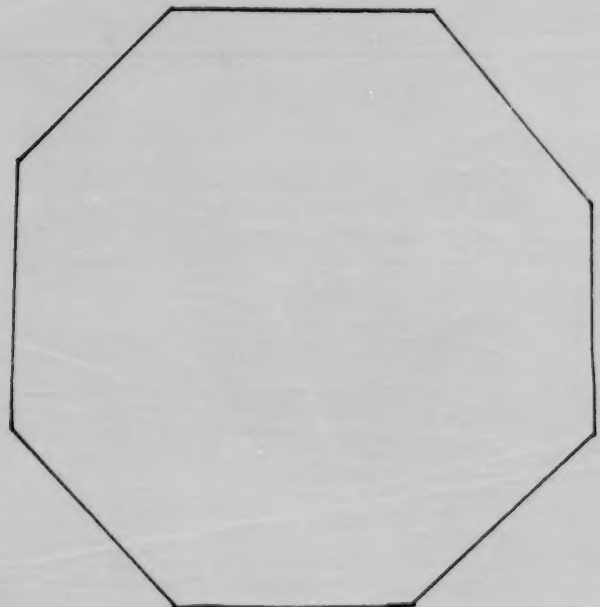
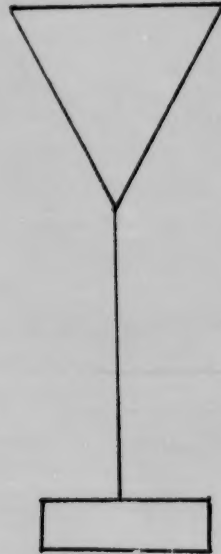
Form 1040A (1980)

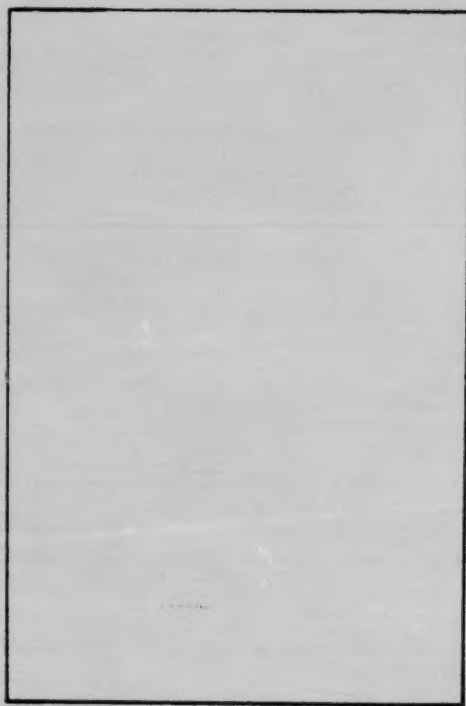
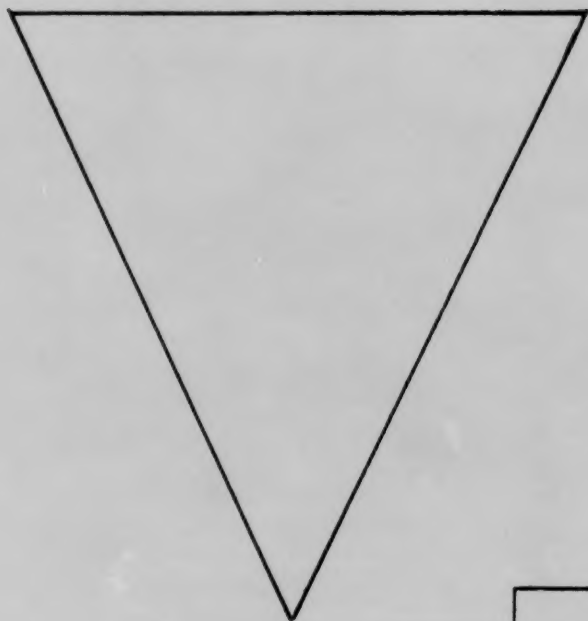
BUYING PRACTICES
SECTION B UNIT II
PRESENTATION OF OBJECTIVES
VISUAL PRESENTATION

Materials needed: poster board, magic markers, styrofoam squares, dowel stick, staples and opaque projector to enlarge picture

Directions: Write one specific objective on each sign. Staple the objective to a dowel stick and place in the styrofoam square.

e.g.





BUYING PRACTICES
SECTION B UNIT II
OBJECTIVE #1
PASSWORD

Directions:

A TV game that lends itself especially well to a classroom learning activity is PASSWORD. The class divides into two teams with two students from each team working as partners. A pair of students from opposing sides simultaneously play with a designated student from each team, alternating turns at identifying the same password. One member of each pair draws a card on which is written a password. The card and writing should be large enough for the entire group to be able to read the word. (Of course, it is not shown to the partner trying to identify it.) The password is the same for both teams. The set of partners alternates with each new round or every time one of the teams names the password.

The value of the round (10 points initially) decreases one point each time an incorrect answer is given by either of the teams. The team members drawing the password are permitted to give only one-word clues to their partners who, in turn, try to associate the clue with the password. Only one-word responses are allowed and these must be given within the time limit.

A player from Team A begins the first round by giving his partner the one-word clue which he thinks is most likely to be associated with the password. His partner gives a response. If it is incorrect, a player from the opposing team (Team B) gives a clue (now worth 9 points) to his partner. If the answer is correct, Team B receives 9 points. If missed, both teams try again until one of them is able to give the password or until the value of the round is zero, in which case a new round begins.

The teams alternate at the beginning of each round. The team earning the highest number of points at the end of the playing time is the winner. To maximize student participation and involvement, the players representing their teams as partners change after each round.

PASSWORD may be played in any area of home economics and is an interesting way of reviewing concepts that have been covered previously. The teacher can make the game a valuable learning experience by asking questions such as the following:

Which was the best clue for that password and why?

What other clues might have been given?

Which clues could have been misleading and why?

Below is a list of passwords and clues that you may want to use:

IMPULSE BUYING: purchasing without thinking if items are needed

DECISION-MAKING: considering available alternatives and determining the best choice

VALUES: ideas, beliefs, and feelings that are important to us and influence what we do

GOALS: aims toward which an individual works

SHORT-TERM GOALS: aims that are set for the near future

LONG-RANGE GOALS: aims that may not be reached for years

WANTS: desires, not necessities

NEEDS: items one is unable to live without

RESOURCES: all the ways and/or means used to obtain needs and wants

ALTERNATIVES: any of two or more ideas from which a choice must be made

CONTRACT: agreement between two or more competent parties that creates an obligation enforceable by law

FRAUD: something that is said or done that deceives, tricks, or cheats a consumer

COMPARATIVE BUYING: securing information from several sources about quality, characteristics, services and cost of product before purchase

RATIONAL APPEALS: advertising that centers on logic by providing basic facts and information

EMOTIONAL APPEALS: advertising that involves attitudes and excites people to buy even if the decision to buy is not a logical one

BUYING PRACTICES
SECTION B UNIT II
OBJECTIVE #1
WORKSHEET

Take a few minutes to think of what is really important to you. Then list four things in each of the three categories that you might purchase, do or work for in the spaces provided below.

"Are the desires of your heart, wants or needs?"

Must Have

1
2
3
4

*Good to Have
But Not Essential*

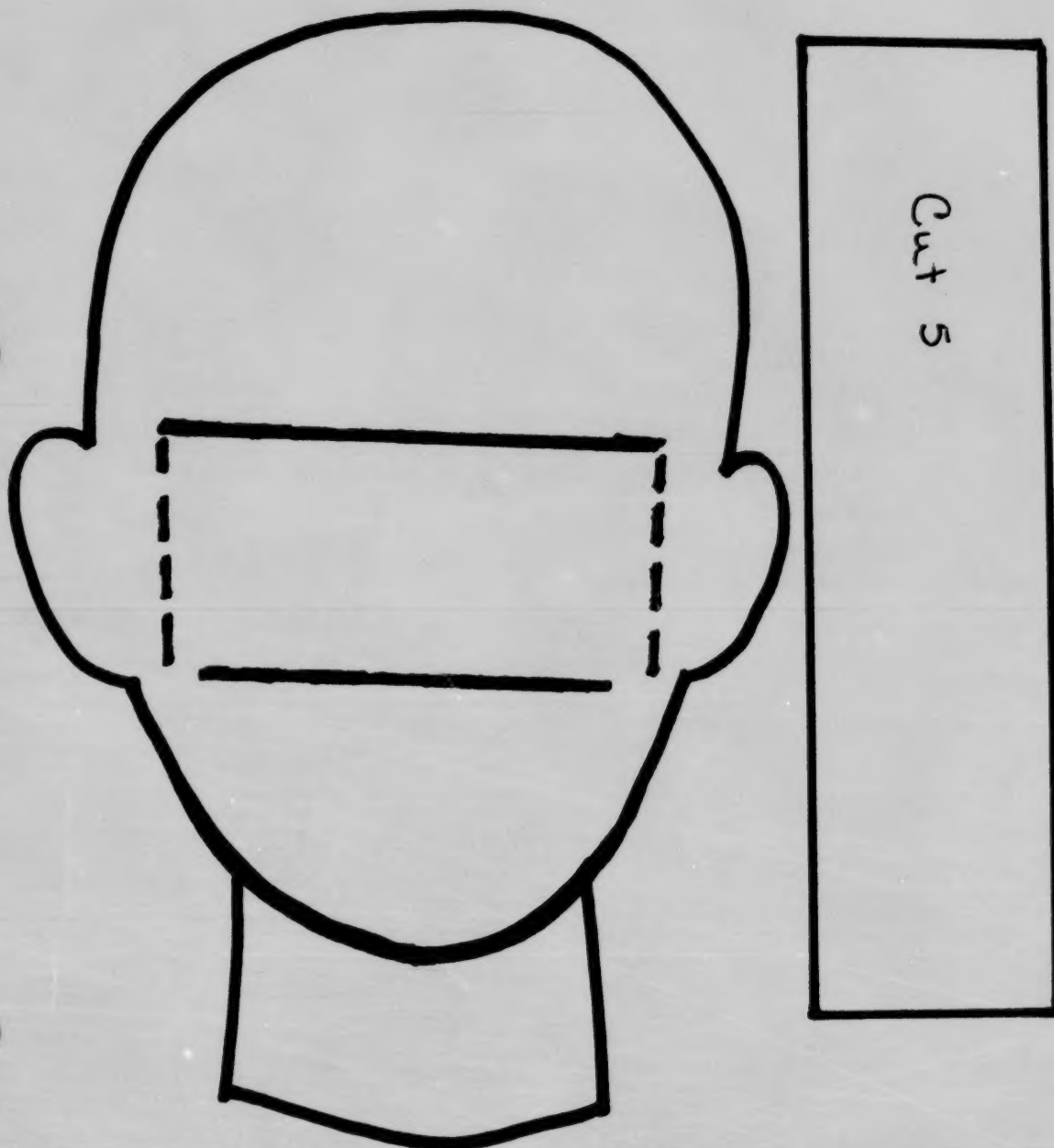
1
2
3
4

*Would Be
Nice,
But Not Important*

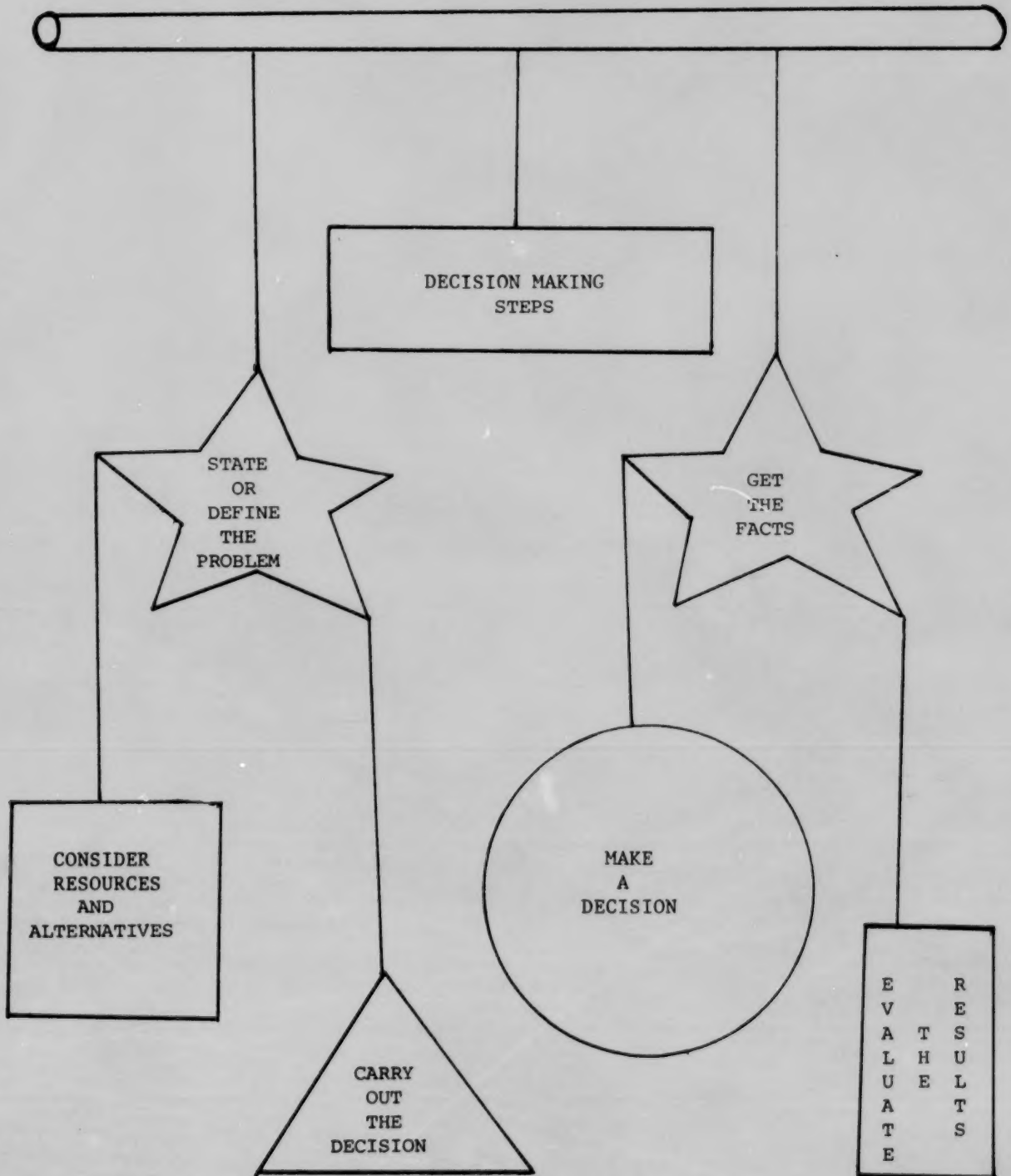
1
2
3
4

BUYING PRACTICES
SECTION B UNIT II
OBJECTIVE #4
VISUAL PRESENTATION TOOL

Directions: Enlarge the figure below on poster board. Make five strips of different colors of paper that will slide through the indicated slashed area. Write one consumer question on each strip. Use this tool to reinforce students learning.



BUYING PRACTICES
SECTION B UNIT II
OBJECTIVE #5
MOBILE



BUYING PRACTICES
SECTION B UNIT II
OBJECTIVE #9
WORD SCRAMBLE

Directions: Unscramble the words below to discover the kinds of consumer fraud.

1. v t e e d p e c i r i g p n c i
_____ consumers are told this is the "sale" of the century", if they had bought it last week, it would have been cheaper.
2. w i s n l d e
_____ getting money or property from consumers under false pretenses
3. t s c e o n t d f a r u
_____ consumers are informed that they have won a prize and must purchase something to obtain their prize
4. t a b i n d a w t i s h c
_____ advertising at a cut-rate price with no mention that only a few such items are available at that price
5. r p e e m s i i t s n n e a t o r
_____ make false or exaggerated claims about the quality and performance of a product
6. m h e o p i m v e n m t e r o r f u d a
_____ door-to-door sales for items like roofing, paint
7. a r e n n e y m o t a e h m o d f a r u
_____ offers for persons to increase their income without leaving their residence
8. o u d n e e r d r t u d r o p c
_____ sending items to customer without request, followed by a letter demanding payment
9. l a m i d r r e o f a d u r
_____ companies offering merchandise through the postal system

BUYING PRACTICES
SECTION B UNIT II
OBJECTIVE #11
BULLETIN BOARD OR TRANSPARENCY MASTER

"ESSENTIALS OF A WRITTEN CONTRACT"

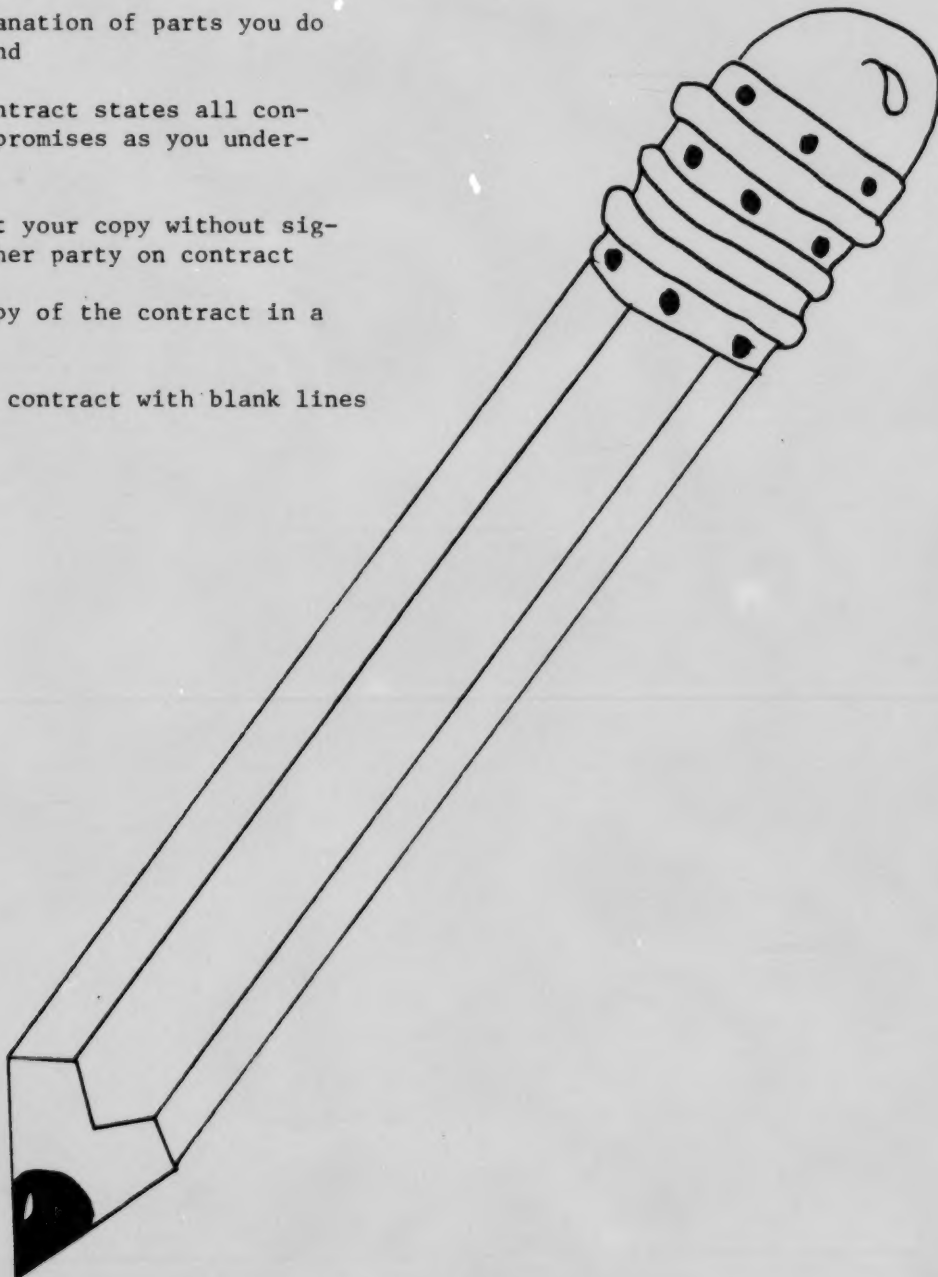
- **Date and place of agreement
- **Names and identification of parties entering into agreement
- **Statement of agreement covered by contract
- **Statement of money, services, or goods given in consideration of agreement
- **Signatures of both parties or signatures of legal agents
- **Signatures of witnesses in accordance with provisions of law when witnesses are required

BUYING PRACTICES
SECTION B UNIT II
OBJECTIVE # 12
VISUAL PRESENTATION

Directions: Make 6 different colors of pencils by enlarging the pattern below. Print one precaution of signing contracts on each pencil. Use to reinforce learning.

Precautions in Signing Contracts

1. Read entire contract before you sign.
2. Ask for explanation of parts you do not understand
3. Make sure contract states all conditions and promises as you understand them
4. Do not accept your copy without signature of other party on contract
5. Keep your copy of the contract in a safe place
6. Never sign a contract with blank lines



BUYING PRACTICES
SECTION B UNIT II
OBJECTIVE #14
BULLETIN BOARD

"HOP TO IT WITH A CONSUMER COMPLAINT"

RETURN TO PLACE WHERE YOU
PURCHASED THE ITEM OR SER-
VICE AND EXPLAIN YOUR PRO-
BLEM IN A FACTUAL MANNER

WRITE TO THE MANUFACTURER
IF STORE IS UNABLE OR UN-
WILLING TO HELP YOU

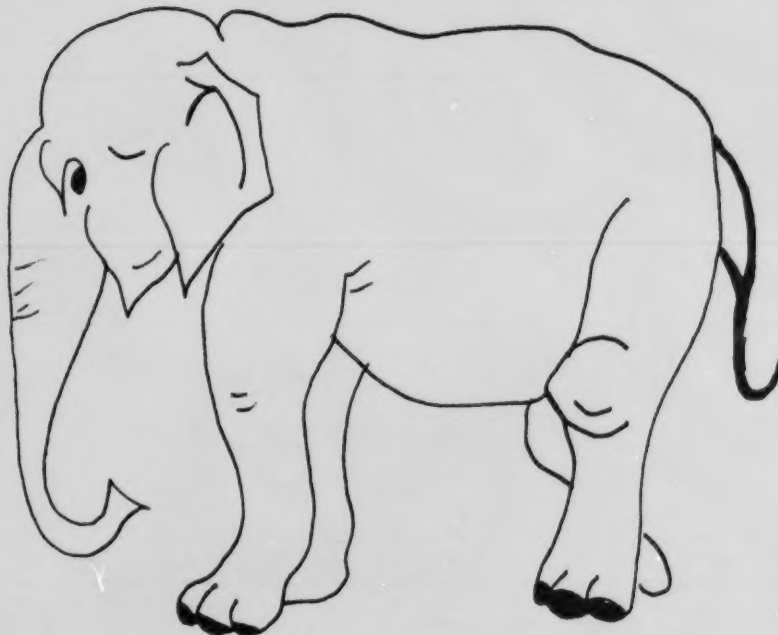
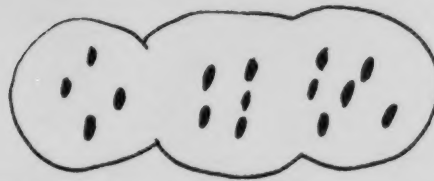
REPORT ACTION TO APPROPRIATE
AGENCY AND ORGANIZATION IF
MANUFACTURER IS UNRESPONSIVE



USING BANKING SERVICES
SECTION B UNIT III
PRESENTATION OF OBJECTIVES
BULLETIN BOARD

Directions: Place one specific objective on individual construction paper peanuts and place them around the elephant.

"DON'T FORGET TO USE BANKING SERVICES"



USING BANKING SERVICES
SECTION B UNIT III
OBJECTIVE #1, 3
TELEPHONE DIAL

Use the numbers on the telephone dial below to decode six different factors in the development of self. Remember, each number identifies three different letters. For example, a "3" could be "D", "E", or "F".



1. 8 7 2 8 3 5 3 7 7 2 4 3 2 5
2. 7 2 9 3 3
3. 2 4 3 2 5 4 6 4 2 2 2 6 8 6 8 7
4. 4 6 8 3 7 6 6 3 6 8 2 6 6 3 7
5. 2 4 3 2 5 7 3 4 4 7 8 3 7
6. 7 2 3 3 3 3 7 6 7 4 8 2 6 9 3 7
7. 2 2 6 5 6 6 6 3 9 6 7 3 3 7
8. 8 2 9 2 3 8 4 2 3
9. 7 7 3 2 4 2 5 2 4 3 2 5 7

10. $\frac{2}{2} \frac{2}{2} \frac{6}{6} \frac{5}{5} \frac{3}{3} \frac{7}{7} \frac{2}{2} \frac{3}{3} \frac{8}{8}$
11. $\frac{2}{2} \frac{2}{2} \frac{7}{7} \frac{4}{4} \frac{4}{4} \frac{3}{3} \frac{7}{7} \frac{7}{7} \frac{2}{2} \frac{4}{4} \frac{3}{3} \frac{2}{2} \frac{5}{5}$
12. $\frac{2}{2} \frac{3}{3} \frac{7}{7} \frac{8}{8} \frac{4}{4} \frac{3}{3} \frac{4}{4} \frac{3}{3} \frac{3}{3} \frac{2}{2} \frac{4}{4} \frac{3}{3} \frac{2}{2} \frac{5}{5} \frac{7}{7}$
13. $\frac{5}{5} \frac{6}{6} \frac{2}{2} \frac{6}{6} \frac{7}{7}$
14. $\frac{8}{8} \frac{7}{7} \frac{2}{2} \frac{8}{8} \frac{3}{3} \frac{5}{5} \frac{7}{7} \frac{3}{3} \frac{7}{7} \frac{8}{8} \frac{4}{4} \frac{2}{2} \frac{3}{3}$
15. $\frac{7}{7} \frac{3}{3} \frac{7}{7} \frac{8}{8} \frac{4}{4} \frac{2}{2} \frac{3}{3} \frac{2}{2} \frac{4}{4} \frac{2}{2} \frac{7}{7} \frac{4}{4} \frac{3}{3}$
16. $\frac{8}{8} \frac{7}{7} \frac{8}{8} \frac{7}{7} \frac{7}{7} \frac{3}{3} \frac{8}{8} \frac{6}{6} \frac{2}{2} \frac{8}{8} \frac{4}{4} \frac{6}{6} \frac{6}{6} \frac{7}{7}$
17. $\frac{3}{3} \frac{6}{6} \frac{3}{3} \frac{6}{6} \frac{7}{7} \frac{7}{7} \frac{3}{3} \frac{6}{6} \frac{3}{3} \frac{6}{6} \frac{8}{8}$
18. $\frac{7}{7} \frac{2}{2} \frac{8}{8} \frac{4}{4} \frac{6}{6} \frac{4}{4} \frac{7}{7} \frac{2}{2} \frac{2}{2} \frac{2}{2} \frac{6}{6} \frac{8}{8} \frac{6}{6} \frac{8}{8} \frac{7}{7}$

RAGGEDY ANN AND ANDY SAY, "BE FAMILIAR WITH BANK FUNCTIONS"



1. TO RECEIVE DEPOSITS
OF MONEY
2. TO MAKE LOANS
3. TO PAY INTEREST

USING BANKING SERVICES
SECTION B UNIT III
OBJECTIVE #2
BULLETIN BOARD OR TRANSPARENCY MASTER

USING BANKING SERVICES
SECTION B UNIT III
OBJECTIVE #8
BULLETIN BOARD OR FLANNEL BOARD

Directions: Place an enlarged blank check on bulletin board or flannel board. Using yarn, stretch yarn pieces from points on check to the label of the item that should be included on the check.

"WHAT ITEMS SHOULD BE INCLUDED ON A CHECK"

Payee's name Date Check number Amount in figures

John Jones July 1 19 80 177 88-2898
1719

PAY TO THE ORDER OF A & M Feed Co \$ 80.00

Eighty and No/100 DOLLARS

HOME TOWN BANK
Your Town, Texas

Feed John Jones

1:1179 23981: 11 214 23 1 711

Purpose Amount in words Signature

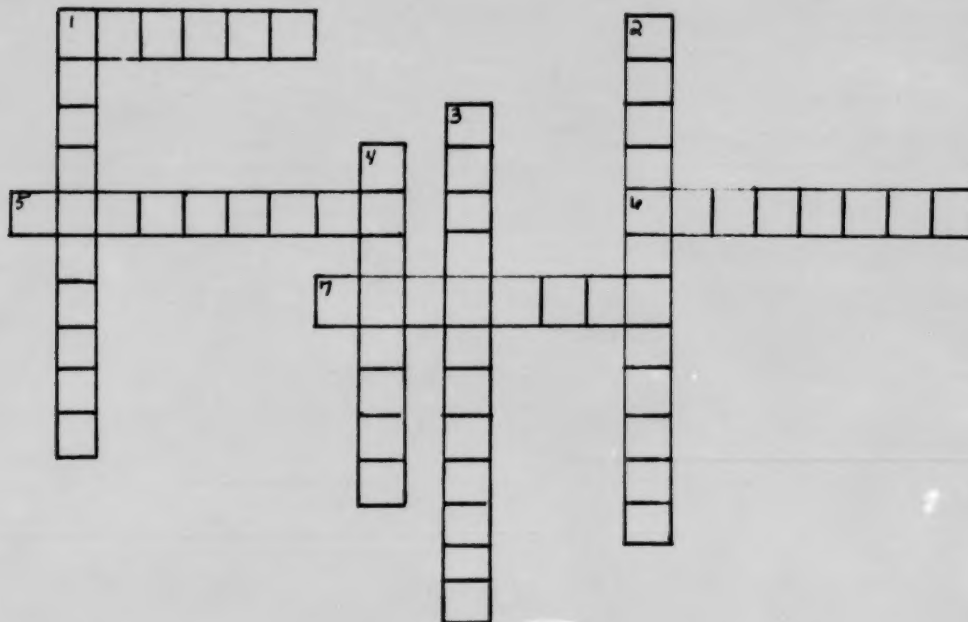
ESTABLISHING CREDIT AND OBTAINING LOANS
SECTION B UNIT IV
PRESENTATION OF OBJECTIVES
VISUAL PRESENTATION

Directions: Enlarge the dollar sign onto bright colors of poster board and cut out. Print one objective on each dollar sign.



ESTABLISHING CREDIT AND OBTAINING LOANS
SECTION B UNIT IV
OBJECTIVE #1
CROSSWORD PUZZLE

Using the definitions below, complete the crossword puzzle of terms associated with establishing credit and obtaining loans.



ACROSS

1. Supplying goods and services with the promise to pay for the goods and services at a later date
5. Dollars returned to insured person when policy reaches maturity date; amount of cash insured may borrow as a loan against policy
6. Charges made while goods and services are supplied and until payment of account is in full
7. Individual needed to sign a loan contract in addition to maker, thus becoming responsible for the obligation if the maker should fail to pay

DOWN

1. Property used as security for a loan
2. Evaluation of a person's ability to pay
3. Clearinghouse for information about individual's credit rating
4. Lender taking back the merchandise

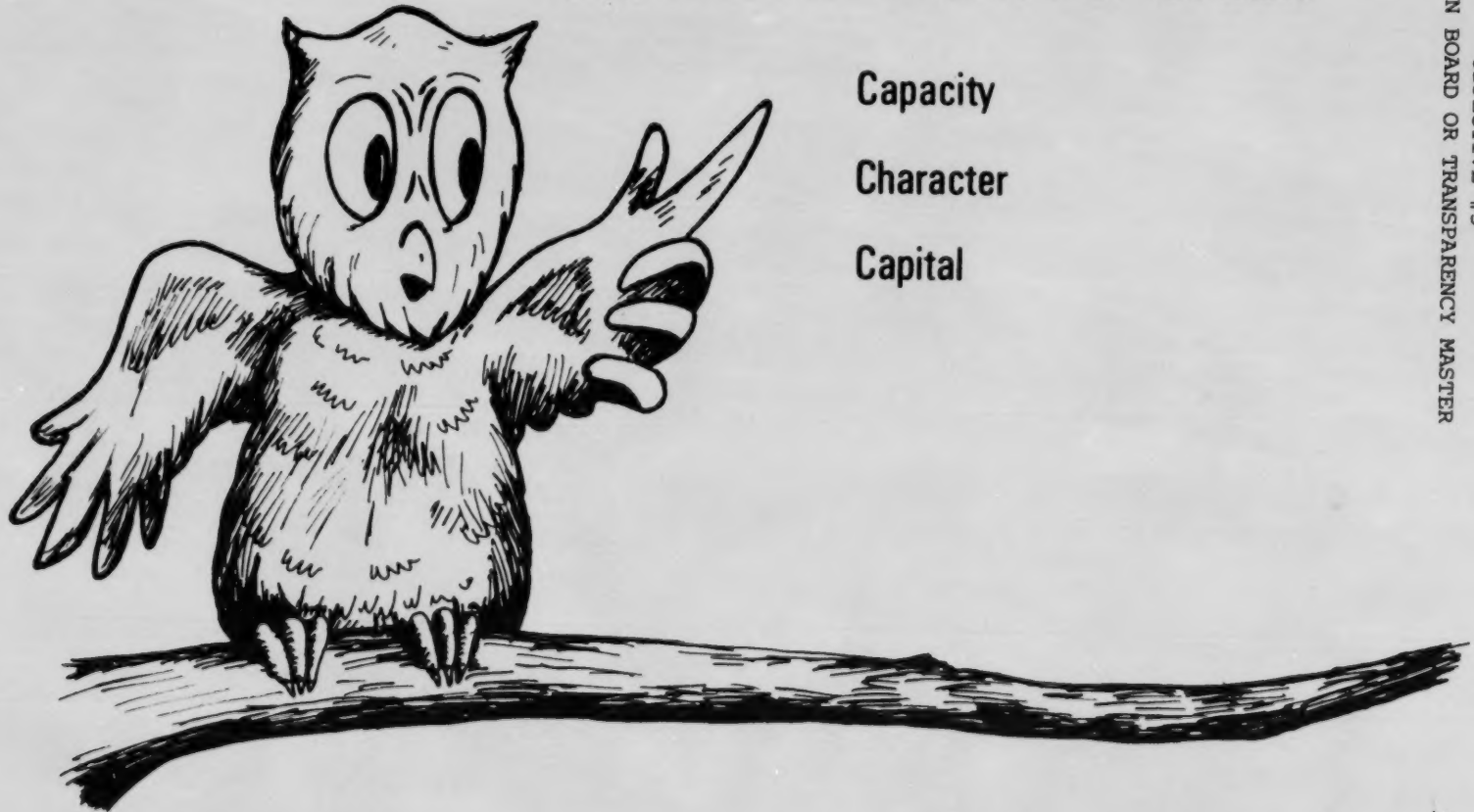
Use Credit Wisely

"C's" That Count For Credit

Capacity

Character

Capital

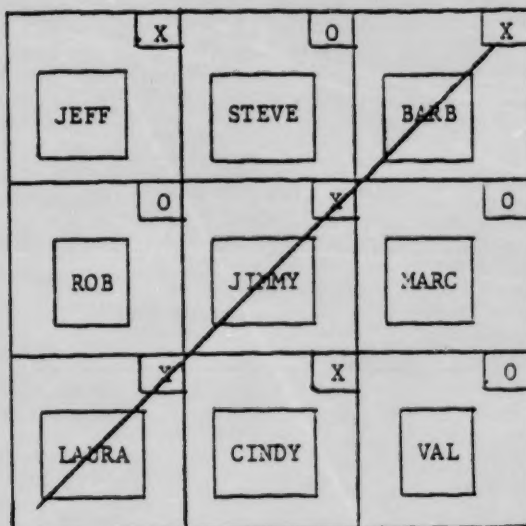


ESTABLISHING CREDIT AND OBTAINING LOANS
SECTION B UNIT IV
OBJECTIVE #5
BULLETIN BOARD OR TRANSPARENCY MASTER

ESTABLISHING CREDIT AND OBTAINING LOANS
SECTION B UNIT IV
OBJECTIVE #6, 7
GAME

HOLLYWOOD SQUARES

The game of Hollywood Squares is very similar to the popular TV program. The game is basically patterned after the game of Tic-tac-toe. The team arranging three X's or O's in a straight line will be declared the winner of the game. Class members are allowed to participate both as members of a celebrity panel and at other times as competitive team members.



The small boxes in Laura's, Jimmy's and Barb's squares indicate that the X-team won the game.

Suggested Group Size

15 - 25 players have played the game successfully

Materials and Setting Needed to Play the Game

1. A permanent game board is desirable. It may be made of any smooth surface which will allow cards to be attached with masking or duct tape.
2. Cards, 5" by 7" in size (large enough to be seen easily) made of poster board.

List each class member on 5" x 7" card. (Sometime during the year's study each student will get to be a member of the celebrity panel.)

Cards 2" x 2" in size (large enough to clearly display X's and O's) made of poster board. Possibly 6 each should be available.

3. Game board will clearly indicate the team in the most advantageous position to win the game. Therefore, scoring is continuous as X's and O's are attached to the game board after a successful match of a celebrity answer.
4. Set of game rules. (To be discussed in detail prior to beginning of game.) Teams should be selected through a predetermined process based on past academic performance.

Preparation for the Game

1. Must have game board for display of celebrity cards and scoring with X's and O's.
2. Subject information

Has been used successfully in all subject areas where information can be described, identified, defined and generally put into question form.

The effectiveness as a learning situation hinges upon time allowed team members to justify "agree" or "disagree" statements. Just to "agree" or "disagree" with a celebrity's response to a question is not sufficient.

Time Required

Varies from 15-30 minutes, depending on subject matter and question difficulty.

Limitations of the Game

1. Need 9 people for celebrity panel.
2. Possibly need at least 4-5 people on opposing teams.
3. Celebrity panel members should be encouraged to give some correct and some incorrect answers for the team members to give "agree" or "disagree" answers.
4. Game is adapted to larger classes -- but not well adapted to classes with control problems.

Rules of the Game

1. A celebrity panel is selected. (Name cards are attached to 9 squares on game board.)
2. Remainder of class is divided into two opposing teams.
3. A list of predetermined questions are used to obtain responses from celebrity panel members.

4. Opposing team members will alternate their attempts to justify "agree" or "disagree" responses as team members interact with members of the celebrity panel.
5. The teacher will select questions at random for celebrity panel member response.

Scoring

1. An X or O will be displayed on the game board for each correct "agree" or "disagree" response justified by the team member.
2. The team aligning three (3) X's or O's in a straight line will win the game (just as in Tic-tac-toe).

Note: In order to lengthen the game or cover additional subject information teams may be allowed to win 2 out of 3 games for a final champion team.

Penalties

Penalties are assessed to teams for unsportsmanlike conduct.

Unnecessary noise
 Passing answers
 Unauthorized notes
 Unsportsmanlike comments to other team members
 Making written notes as game progresses

A penalty for an infraction of any of these rules consists of a loss of a turn by the team assessed the penalty.

Rewards and Bonuses

The winning team is the team that has compiled three (3) X's or O's in a straight line.

Individual bonuses may be hidden behind name cards. (May be called hidden celebrities.) Rewards may be in the form of Pepsi or candy bars.

As for team rewards, best results have been observed when both teams are rewarded appropriately, but with the winning team receiving the greater reward.

Example: Winning team members receive regular candy bars
 Losing team members receive pieces of candy bars

Note: Always consider local school policies as well as your own classroom policies in making rewards.

Prior planning and preparation is a must for the Hollywood Squares Game. The celebrity panel is an important element of each Hollywood Squares Game. Panel members can create interest and measurably contribute to the game's success.

ESTABLISHING CREDIT AND OBTAINING LOANS
SECTION B UNIT IV
OBJECTIVE #8
BULLETIN BOARD

"FACTORS THAT AFFECT AMOUNT OF INTEREST"

Purpose and type of loan

Credit rating

Economic conditions

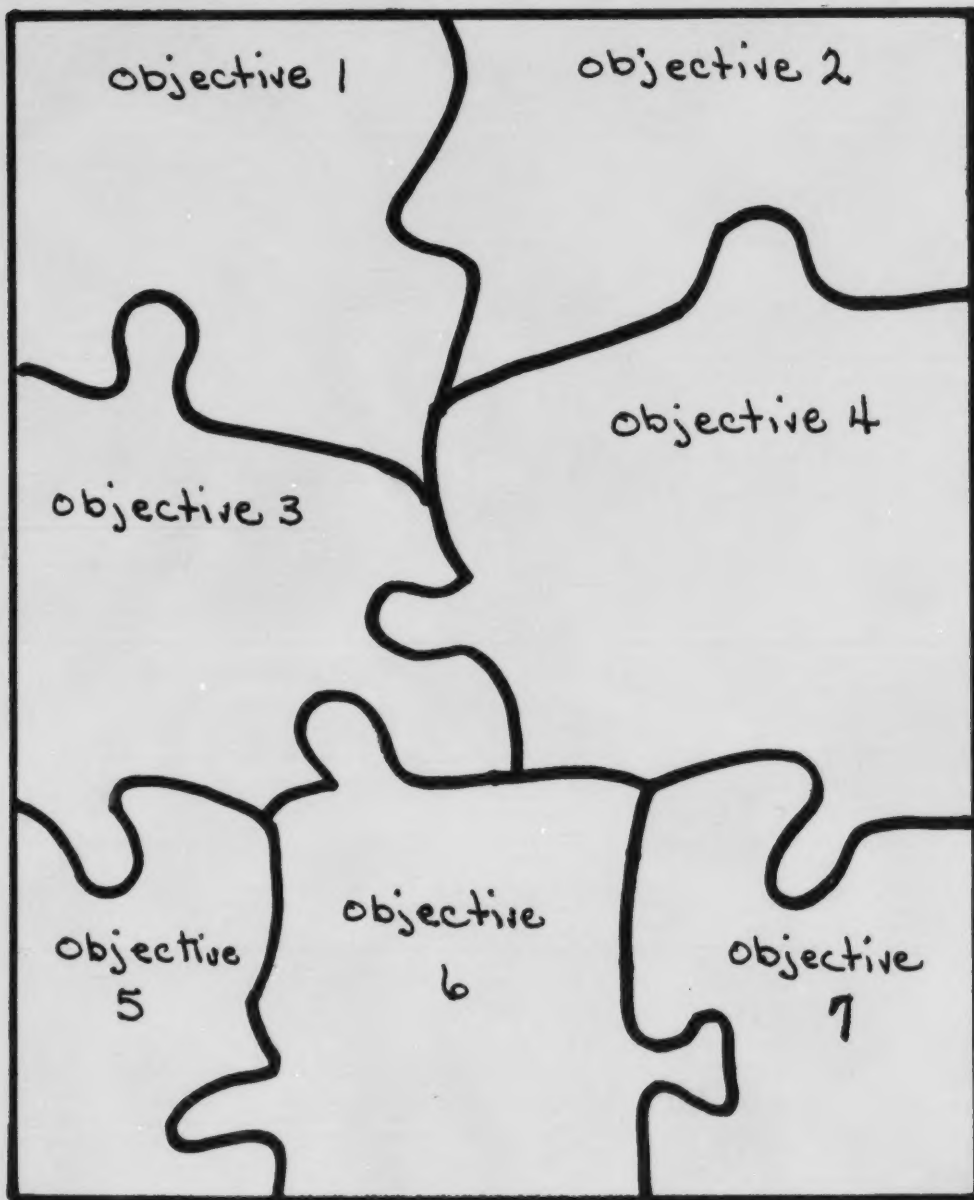
Institution granting loan



FINANCIAL SECURITY
SECTION B UNIT V
PRESENTATION OF OBJECTIVES
PUZZLE

Enlarge the puzzle on poster board and cut apart. Print one objective on each puzzle piece. You will use the front and back sides to present all fourteen objectives.

"FIT THE PUZZLE TOGETHER TO OBTAIN FINANCIAL SECURITY"



FINANCIAL SECURITY
SECTION B UNIT V
OBJECTIVE #1
WORD HUNT

Below is a list of terms associated with financial security. Locate and circle the underlined words.

1. Policy holder is one who owns an insurance policy
2. Premium is the amount of money paid on a periodic basis by policy holder in order to have insurance coverage
3. Amount of money the policy holder will pay before insurance policy goes into effect is the deductible
4. Will is used to distribute property upon death
5. Acquiring, investing, protecting and disposing of assets is estate planning
6. Yearly payment of specific sum of money for life or definite period of years is annuity
7. Written agreement by which property owner transfers title to a third party for the benefits of persons called beneficiaries is a trust
8. Heir is person who inherits property upon death of another

B X G R S T M P N Q R B C E D N
N P D C B R Q T R U S T P L D N
R S O V T X M W Q Z P P X B Q X
B X Q L R S T M P N Q R B I C D
X N G N I N N A L P E T A T S E
R S V W Z C X R M D N D C C Q X
X T R Q M P Y S V B T X Z U W C
A R Q N R S V H E I R X R D P Q
P N X Z M Q L X O X L P R E S T
X L N H J M K L P L N S T D Q R
B H J U M R N S I K D P L Q V T
C F J L I D G W M H N E P K Q S
F N W Z Q T X M U I M E R P B C
G B X G R S Y N D C B R Q X S T



HEALTH INSURANCE



HOMEOWNER'S INSURANCE

"INSURANCE PROTECTS PERSONS AGAINST ECONOMIC DISASTER DUE TO UNEXPECTED HAPPENINGS"

LIFE INSURANCE



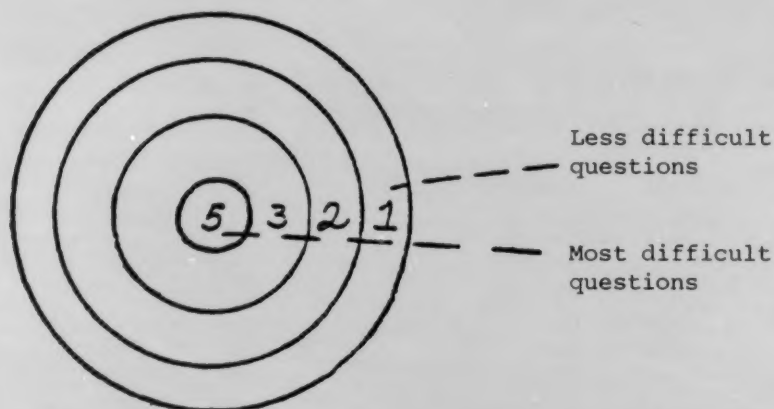
AUTO INSURANCE



FINANCIAL SECURITY
SECTION B UNIT V
OBJECTIVE #6, 7, 8, 9, 10, 11, 12, 13
GAME

Dart Game

The game of darts played in the vocational classroom combines the fun of dart throwing with the students ability to handle simple to more difficult questions over the subject matter of a unit of instruction. Simple questions are located in the outer rings of the gameboard, while the more difficult questions will be toward the center portion.



Suggested Group Size

6-20 players have played the game successfully.

Materials and Setting Needed to Play the Game

1. A permanent type dart board is most desirable. (The board should be made of corkboard type material to allow for dart penetration.)
2. Three (3) darts are required to play the game.
3. Scores by teams may be tabulated on chalkboard.
4. Four (4) containers labeled 5, 3, 2, 1 to correspond with question value and difficulty displayed on dartboard. (#1 container - easier questions; #5 container - more difficult.)
5. Set of game rules. (To be thoroughly discussed prior to beginning of game.) Teams should be selected through a predetermined process based on academic performance. Periodic alteration of team membership has given best results.

Preparation for the Game

1. Must have dartboard and darts (3)
2. Subject information:

This game has been used successfully in all subject areas where information can be illustrated by drawings, pictures, definitions and questions.

The games can easily be extended or shortened by decreasing or increasing the number of darts students are allowed to throw and the requiring of examples and justifications of answers.

3. It is recommended that Bonus questions be included in each of the four (4) containers. These could be individual as well as team bonuses.
4. A piece of masking or duct tape should be placed on the floor approximately 12 feet in front of the dart board. All participants must remain behind this line while throwing darts.

Time Requirement

Varies from 20-50 minutes, depending on subject matter and question difficulty.

Limitations of the Game

1. Probably need at least 6 people.
2. Questions must be correctly evaluated according to difficulty.
3. Game can become exciting - not well adapted to classes with control problems.
4. Student safety is a concern - the front of room must be arranged so that students are located at a safe distance.

Rules of the Game

1. Class is divided into two opposing teams.
2. Attempts to hit the dartboard will be done by individual team members, with teams alternating in the attempts.
3. Each team has a predetermined line-up of members.

Note: Even though students have three (3) darts to throw - the dart with the larger numbered score will indicate the container from which the question will be drawn.

Scoring

1. Points are awarded according to the numbered area of the dart-board in which the dart lands and the designated question is answered correctly.

Example: Dart lands in center of board; 5 points located in the center circle of the board gives a team 5 points if corresponding question is answered correctly.

2. In order to receive an individual bonus: Bonus questions randomly drawn from containers must be answered correctly by individual team members.

Penalties

Penalties are assessed to teams for unsportsmanlike behavior, unnecessary noise, passing answers, unauthorized notes, unsportsmanlike comments of opposing team members, making written notes of missed questions, stepping across foul line on the floor, and horse-play with the darts.

A penalty for an infraction of any of these rules consists of a loss of a turn by the team assessed the penalty.

Rewards and Bonuses

The winning team is the team that has compiled the most points at the end of the game.

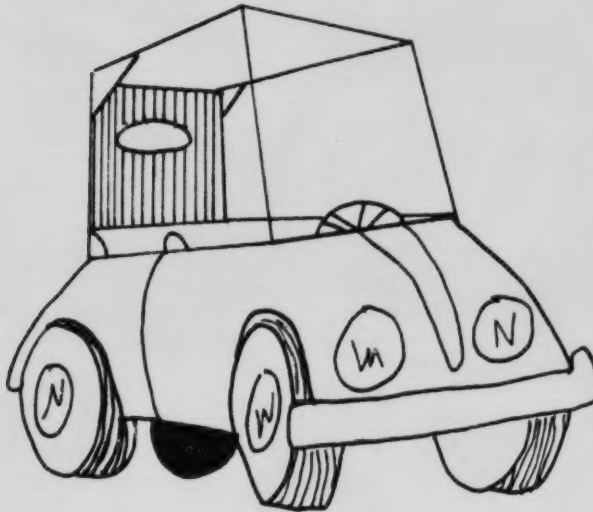
Team rewards are important: best results have been observed when both teams are rewarded appropriately, but with the winning team receiving the greater rewards.

Example: winning team members receive 10 bonus points on unit exam
losing team members receive 5 bonus points on unit exam

Note: Always consider local school policies as well as your own classroom policies in making rewards.

FINANCIAL SECURITY
SECTION B UNIT V
OBJECTIVE #14
BULLETIN BOARD

Enlarge the picture of the car or cut out pictures from magazines of automobiles and arrange on the bulletin board. Then place the directions of what to do or not to do in case of an accident around the picture. This idea could also be presented as a display by using toy cars and hanging signs made from construction paper on each.

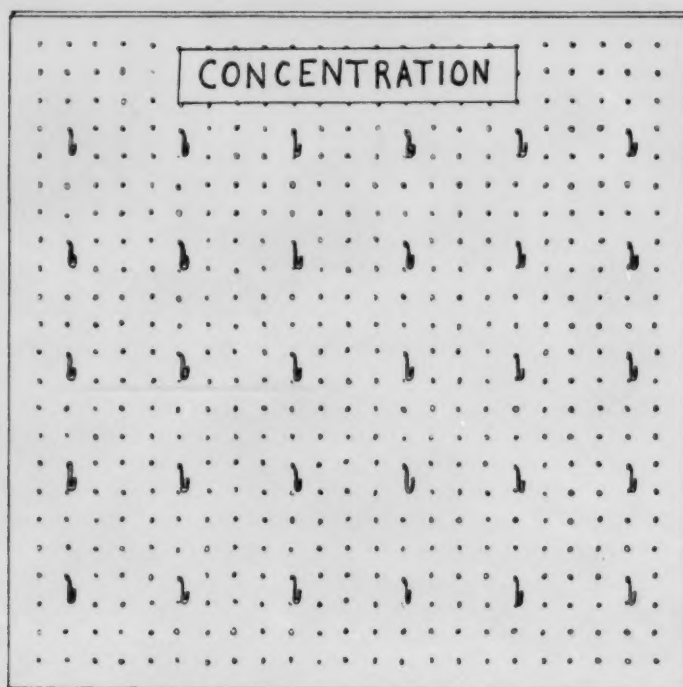


What to do or not to do in case of an accident

- A. Check to see if anyone is injured
- B. Do not leave the scene of an accident
- C. Call the local police, state police, or highway patrol
- D. Write down on paper the date, location (include cross streets, addresses, mileposts), time of the accident, names and addresses of persons involved, injured persons, and witnesses
- E. Do not accept responsibility of risk before notifying your agent or company
- F. Notify your agent or company
- G. Do not discuss accident but record remarks or discussions made

PERSONAL DEVELOPMENT
SECTION C UNIT I
OBJECTIVE #1
CONCENTRATION

CONCENTRATION is one classroom alternative that can be improvised by even the most "not-so-handy handyman" plus with a very minimal investment of dollars and cents! The basic board can be "personalized" to address a multitude of group and individual learning needs in most every subject matter area. CONCENTRATION is an opportunity to eliminate the boredom of repetition and "drilling" students to learn the basics and also provides a "fun" classroom activity. Furthermore, once the cards are made, they can "double" as flash cards or playing cards to involve students in "pairs."



MAKING THE CONCENTRATION BOARD:

To make the basic CONCENTRATION board (which, incidentally, can be adapted and changed to meet a variety of group and individual learning situations!), the materials required are: pegboard (24" x 30"), pegboard hooks (approximately 30-36), and posterboard or index cards.

Spray paint of a vivid color is optional, but highly recommended.

1. Paint the pegboard (optional) and allow to dry
2. Label the game (attach CONCENTRATION at the top of the board)
3. Position the pegboard hooks
4. Cut 3" x 5" cards from colorful posterboard or use index cards
5. Number the cards on the FRONT side
Example: 1-36, or adapt to the actual number
6. Write the words, or paste or draw shapes, objects, or pictures on the BACK side
(NOTE: One option is to add two or four "wild cards" which will match any combination. THERE SHOULD BE A PAIR OF EVERY WORD, SHAPE, OBJECT, OR PICTURE!)
7. Place the cards on the hooks in numerical sequence and with the "number" or "front-side" showing

RULES FOR PLAYING CONCENTRATION:

1. Beginning student or team select two numbers
Example: 2 and 27
2. If the words, shapes, objects, or pictures "match", the student or team have an opportunity to give the definition or identify the shape, object, or picture to "chalk up" the point
3. If the words, shapes, objects, or pictures do not "match", the cards are returned to original playing position; the "turn" goes to the opposition
4. Game continues until all numbers are revealed and matched
5. You may want to provide a "reward" or "token of accomplishment" for the student or team who provided the highest number of definitions, expectations, or identified the highest number of shapes, objects, or pictures

PERSONAL DEVELOPMENT
SECTION C UNIT I
OBJECTIVE #2
POSTER IDEA

FOUR TYPES OF PERSONAL GROWTH AND DEVELOPMENT

PHYSICAL



EMOTIONAL



MENTAL

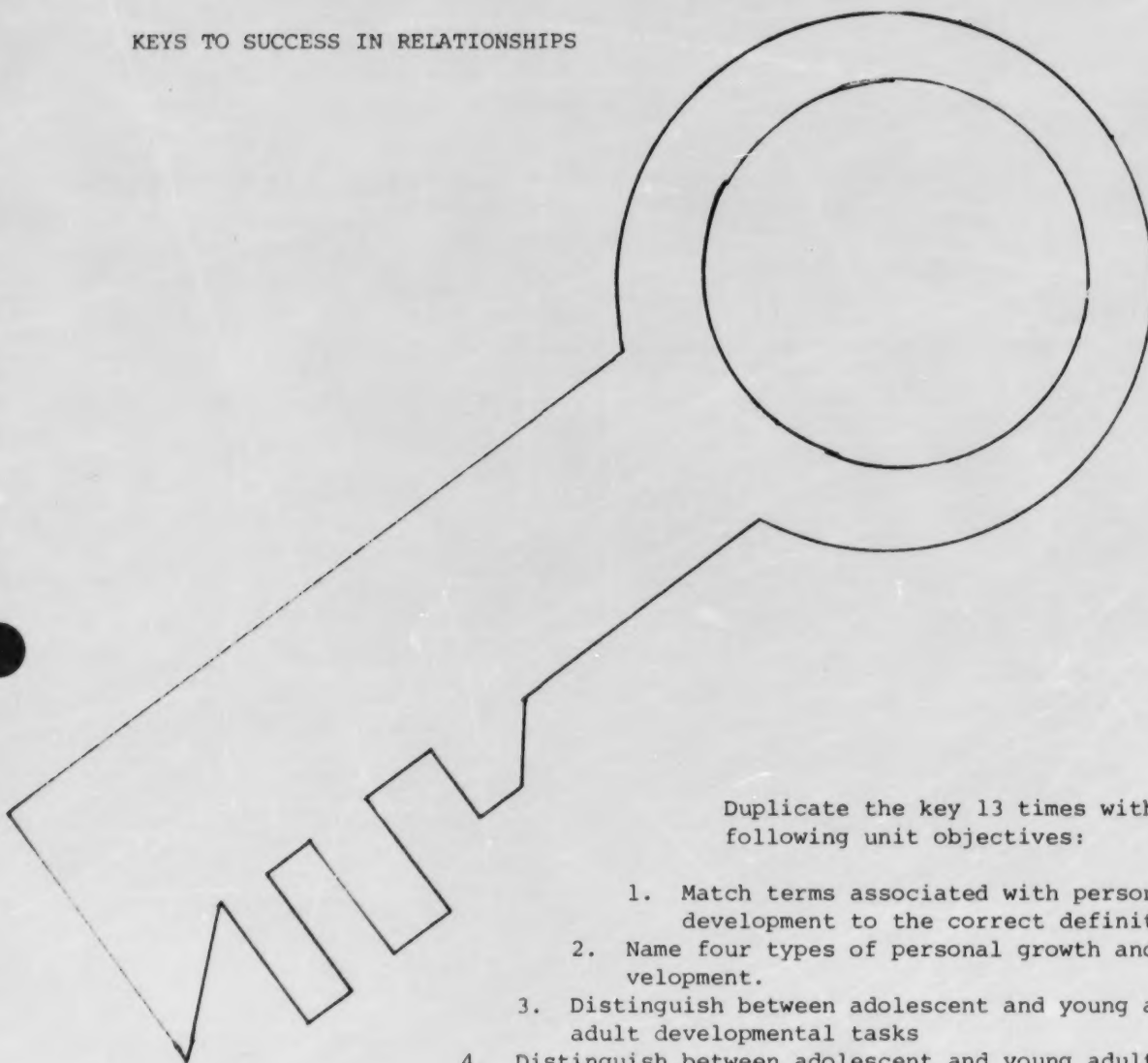


SOCIAL



PERSONAL DEVELOPMENT
SECTION C UNIT I
OBJECTIVE #3
PRESENTATION OF OBJECTIVES
BULLETIN BOARD

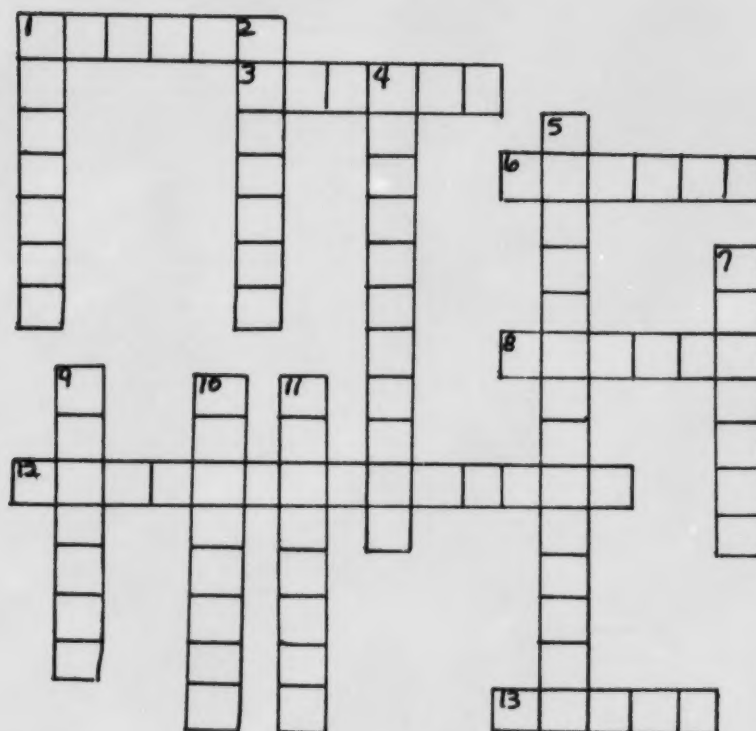
KEYS TO SUCCESS IN RELATIONSHIPS



Duplicate the key 13 times with the following unit objectives:

1. Match terms associated with personal development to the correct definitions
2. Name four types of personal growth and development.
3. Distinguish between adolescent and young adult adult developmental tasks
4. Distinguish between adolescent and young adult physiological changes
5. Name common adolescent physiological growth problems
6. Match female and male reproductive organs to the correct functions/descriptions
7. Match stages of menstrual cycle to the correct descriptions
8. Name common adolescent problems
9. Distinguish between characteristics of syphilis and gonorrhea
10. Evaluate importance of physical appearance
11. Evaluate self-attitudes about physical appearance
12. Interpret emotional reactions
13. Evaluate mental development

PERSONAL DEVELOPMENT
SECTION C UNIT I
OBJECTIVE #6
CROSSWORD PUZZLE



ACROSS

1. Flexible, elastic, pear-shaped organ that houses fetus; also called womb
3. Opening at neck of uterus
6. Produce sperm
8. Passage from uterus to outside of body
12. Connect ovaries and uterus; eggs travel through them once a month
13. Deposits semen in female vagina; delivers urine

DOWN

1. Tube that carries semen through penis
2. Pouch of skin holding testes
4. Tube through which sperm passes; located in scrotum
5. Serves as temporary storage for semen
7. Contain egg cells
9. Holds urine
10. Produces whitish fluid that combines with sperm to form semen
11. Very sensitive organ near opening of vagina

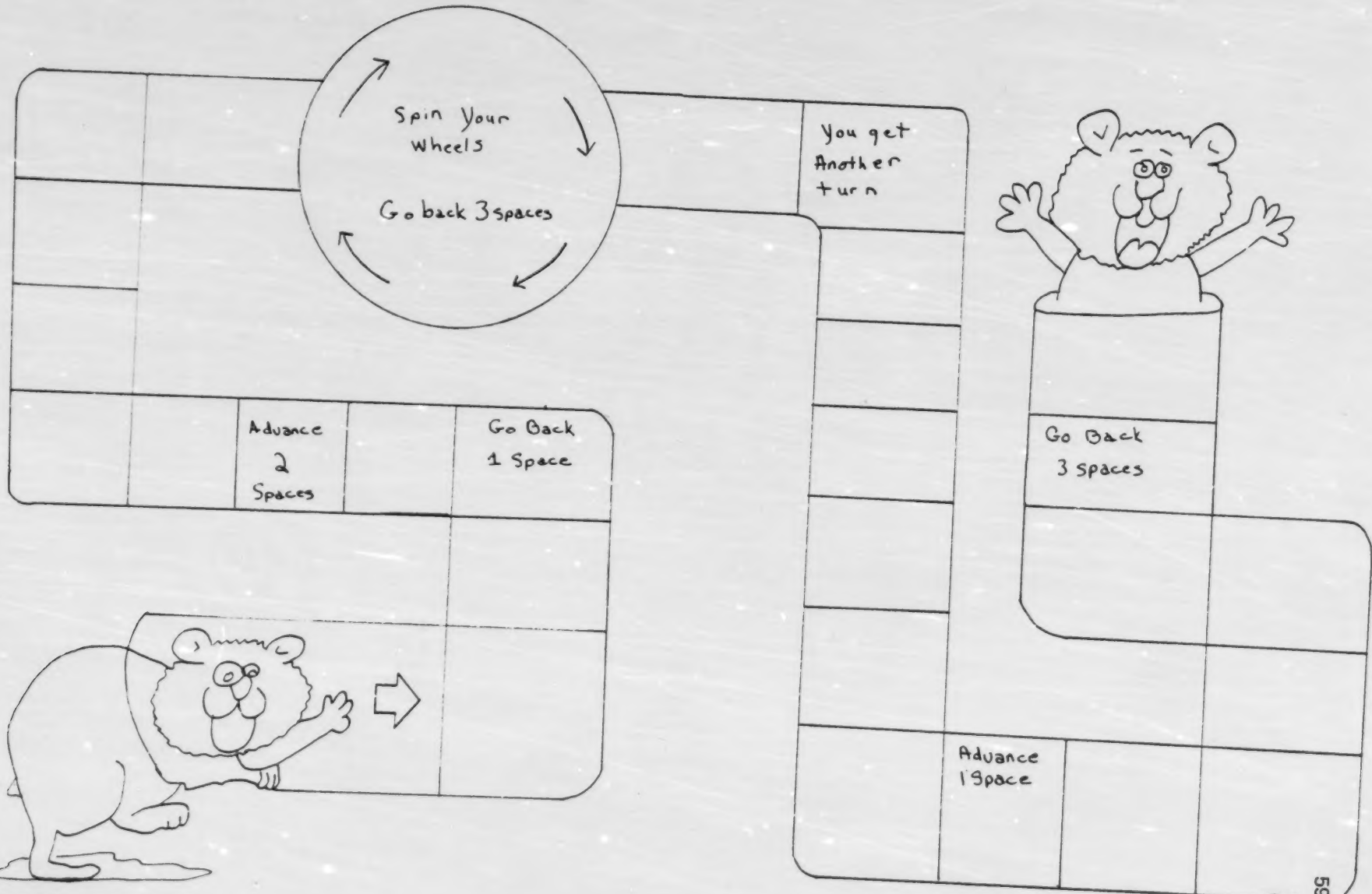
PERSONAL RELATIONSHIPS
SECTION C UNIT II
OBJECTIVE #1
TUNNEL GAME

The purpose of this game is to help the students learn the terms and definitions.

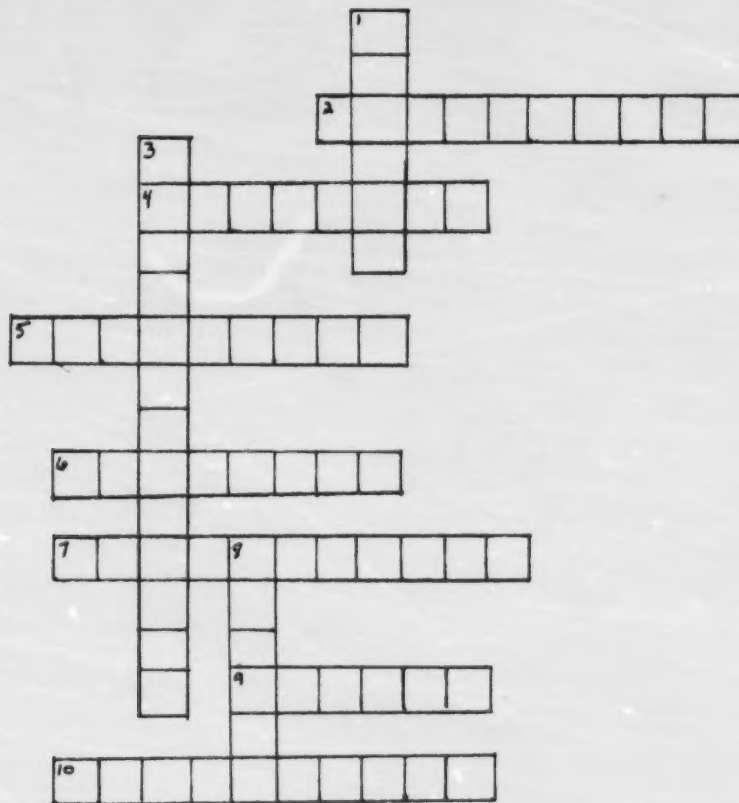
Directions:

- A. This game board may be used with all other sets of cards.
- B. Make a set of cards with the terms on them and another with the definitions.
- C. Mix these up into the same stack.
- D. Place the cards face down, one student will read the card to the player on their right, if they correctly complete the card, they get to throw the dice (use only one).
- E. If dice are not acceptable, the student may choose a piece of paper from a cup. These pieces of paper are numbered one to six.
- F. The player moves forward the correct number of spaces.
- G. Any small markers may be used.
- H. If the card is not answered correctly, it will go to the next student.
- I. If no one can answer the card, it is placed at the bottom of the stack. The next student will draw a card and procede the same.
- J. The first one to complete the tunnel is the winner.

PERSONAL RELATIONSHIPS
SECTION C UNIT II
OBJECTIVE #1
TUNNEL GAME



PERSONAL RELATIONSHIPS
SECTION C UNIT II
OBJECTIVE #1
CROSSWORD PUZZLE



ACROSS

2. Most general beliefs, concepts, and attitudes of a particular group of people or of an individual
4. Tendency or habit of looking on the bright side of things
5. System by which a person decides what is right or wrong
6. Brothers and sisters
7. How a person feels about the way she/he thinks, looks, and acts
9. Mental or physical tension or strain caused by pressure of situation
10. Change in behavior in order to tolerate a situation

DOWN

1. Smaller divisions within a particular race of people
3. Ability to live together harmoniously or get along well with others
8. Crucial point in the lives of people

PERSONAL RELATIONSHIPS
SECTION C UNIT II
OBJECTIVE #2
WORD SEARCH

DIRECTIONS: See if you can find the thirteen roles in personal relationships. They are spelled forwards, backwards, from top to bottom, bottom to top, or diagonally.

S	E	M	C	G	N	I	P	P	A	L	F	T	R	N	Y
J	R	O	L	L	E	R	S	K	A	F	R	D	N	O	E
D	N	O	I	C	T	O	G	L	R	R	T	N	N	Y	A
G	D	O	L	I	A	S	N	A	P	I	E	L	S	O	E
C	L	Z	C	T	D	L	I	H	C	E	M	N	Y	T	L
O	I	R	Y	I	N	T	L	W	O	N	P	L	T	Y	Y
L	H	O	E	Z	L	N	B	K	E	D	L	L	O	E	S
E	C	G	H	E	I	E	I	E	D	H	O	S	Y	N	C
E	D	N	S	N	P	D	S	E	F	D	Y	Y	O	C	T
N	N	C	O	N	S	U	M	E	R	E	E	R	O	R	P
N	A	C	H	I	O	T	I	N	G	L	E	R	N	O	O
O	R	L	U	P	E	S	T	O	E	V	M	S	T	B	S
S	G	O	S	U	T	C	R	E	Y	O	L	P	M	E	S

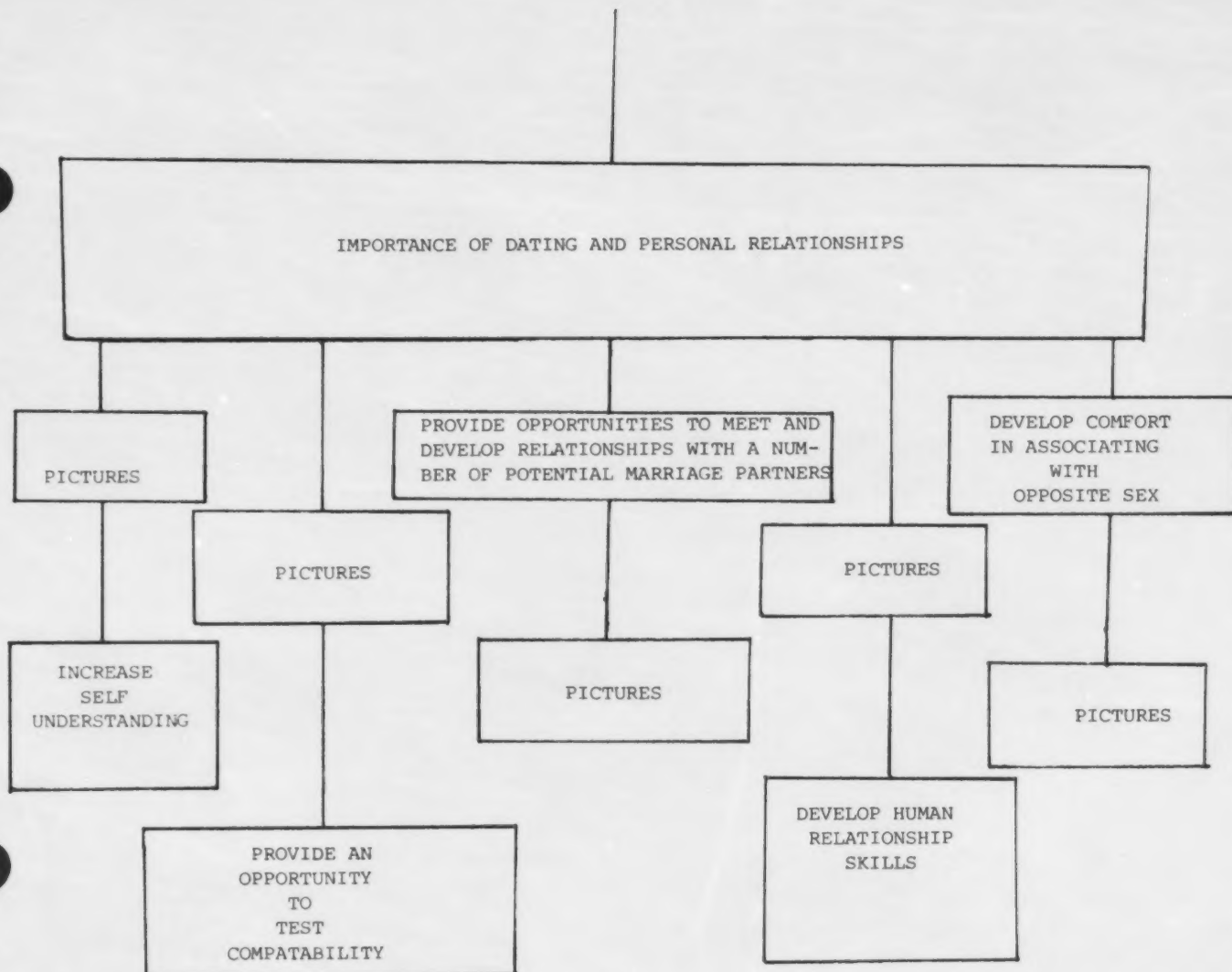
Keep track of the roles below as you find them.

- | | |
|----|-----|
| 1. | 8. |
| 2. | 9. |
| 3. | 10. |
| 4. | 11. |
| 5. | 12. |
| 6. | 13. |
| 7. | |

PERSONAL RELATIONSHIPS
SECTION C UNIT II
OBJECTIVE #6
MOBILE

IMPORTANCE OF DATING AND PERSONAL RELATIONSHIPS MOBILE:

Collect pictures of girls and boys from magazines or cards. Try to find some pictures that will express each of the statements below. Write each statement on a piece of posterboard (front and back). Paste two pictures which represent a statement on posterboard. (One on front, one on back). Connect the pictures poster to the statement poster with fishing line. Connect each of these pairs to a base which contains pictures and the wording "Importance of dating and personal relationships." The base is made from 3 pieces of posterboard stapled on the ends and brought together in the center. This made each piece bow inward.



PERSONAL RELATIONSHIPS
SECTION C UNIT II
OBJECTIVE #7
BULLETIN BOARD

Directions:

Use a large monkey for center of the bulletin board. Find pictures to represent problems associated with dating such as:

A. Sex

Examples: Double standard, unwanted pregnancy, venereal disease, lack of factual information relating to sex, peer pressure

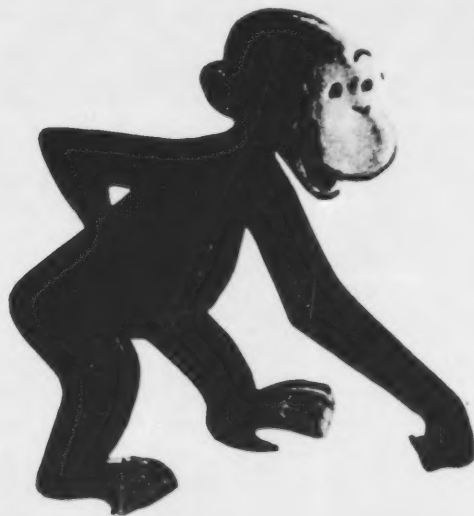
B. Cars

Examples: Curfews, additional insurance costs

C. Drugs

Examples: Alcohol, pills, marijuana

DON'T MONKEY AROUND WITH



CARS

SEX

DRUGS

LIFE-STYLES
SECTION D UNIT I
BULLETIN BOARD

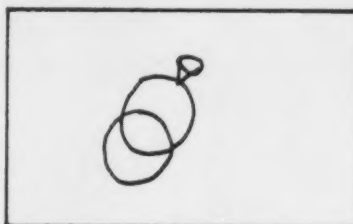
This bulletin board is designed with the idea to get students to ask themselves this question, "When am I planning to have children?"

For the pictures, you could either get photos from real people or use magazine pictures. The pictures are of people graduating, getting married, and elderly couple, and a person by themself. Extra pictures of children of various ages can be added.

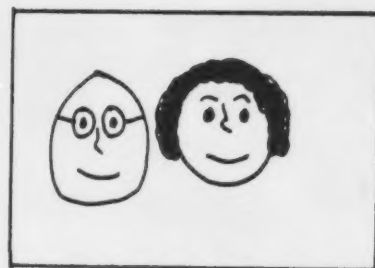
When are you Planning Children?



Before Graduation



After Marriage



When Your Childbearing Years Are Over



None At All

LIFE-STYLES
SECTION D UNIT I
CASE STUDY

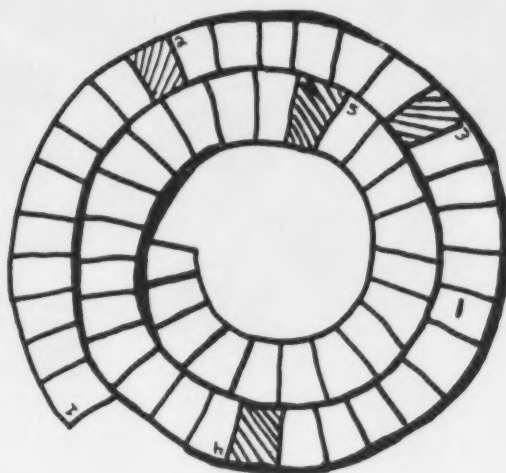
CONCEPT: Unwanted Pregnancy

My name is Linda. In high school, I was a cheerleader, class officer, and more popular than most girls. I liked a certain guy very much. He was "Joe Athlete", a real, all-American boy. Our relationship seemed ideal for high school since he was on the football team and I was a cheerleader. He was less interested in our relationship after our graduation, but during our second and third years of college, we dated some, and we had sexual relations. I hoped that this would rekindle his interest in me. I succeeded until last spring when I discovered I was pregnant. When I told him, he flipped! He broke off the relationship immediately. Despondent and afraid, I flew to another state, by myself, and had an abortion, using some of my savings. There were no physical side effects of my abortion and no medical complications. I dropped out of college for one semester in order to try to get my feelings together. Now almost two years later, I am still very troubled about my decision to have an abortion. I wonder if I should have kept my baby. I have now told my mother and she seems to understand. Perhaps I should have realized that sexual relations by themselves could not hold a guy. I don't especially feel guilty, but I'm not sure I can completely trust a man again. I really did not think that I would get pregnant, but I did. We never talked much about sex, we just did it. When I found I was pregnant, I was very upset. I wish I could have talked it out with someone then, but I did not know where to turn.

1. What alternatives were open to Linda concerning the baby?
2. Should the boy accept any responsibility?
3. Is "I really did not think I would get pregnant" a typical answer? Was it even considered at all?
4. Should Linda feel guilty?
5. Where could Linda have gone for help?
6. Did she need to "win" this boy even after he appeared to reject her?

LIFE-STYLES
SECTION D UNIT I
OBJECTIVE #1
SPIRAL PUZZLE

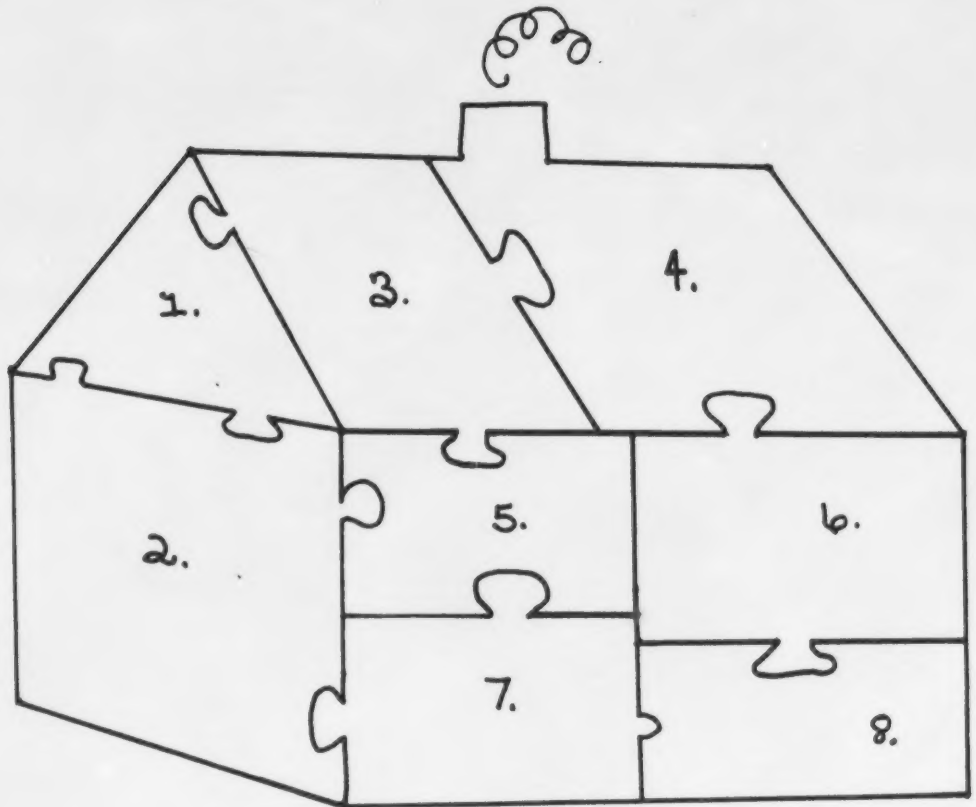
There are five terms and definitions used in the unit on life-styles. Read the definitions below and write the term in the space provided on the spiral puzzle.



1. Child-rearing process in which parent and child interact in daily life with parent responsible for creating opportunities and environment for optimum growth and development of each child
2. Basic link in society made up of persons related by ties of marriage, blood, or common consent who share a common residence and economic and emotional support
3. Way you live
4. Method used to prevent pregnancy
5. Decisions made relating to childbearing

LIFE-STYLES
SECTION D UNIT I
OBJECTIVE #2
BULLETIN BOARD

There are eight types of life-styles. Write one life-style on each puzzle piece to form the house.



1. Arranged living
2. Communal living
3. Open marriage
4. Traditional marriage with children
5. Traditional marriage with no children
6. Single life
7. Single life with child/children
8. Living together prior to or rather than marriage

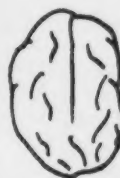
LIFE-STYLES
SECTION D UNIT I
OBJECTIVE #3
CLOTHESLINE ITEMS

There are four responsibilities of a family to its members. The following can be developed into items that will be displayed on a clothesline.



1. PHYSICAL PROTECTION

2. MENTAL and
EMOTIONAL
DEVELOPMENT



3. LOVE, SECURITY, and a SENSE of BELONGING

4. PREPARATION FOR ADULTHOOD



LIFE-STYLES
SECTION D UNIT I
OBJECTIVE #5
"ABCD"

Below is a list of family planning methods. Place the appropriate letter in the blank before each method.

A--Nonprescriptive
B--Prescriptive
C--Permanent
D--Ineffective

1. _____ Rhythm
2. _____ Oral contraceptive
3. _____ Abstinence
4. _____ Vasectomy
5. _____ Withdrawal
6. _____ Tubal ligation
7. _____ Makeshift condom
8. _____ Douching
9. _____ IUD (intrauterine device)
10. _____ Chemical barrier
11. _____ Diaphragm
12. _____ Feminine hygiene product
13. _____ Condom

LIFE-STYLES
SECTION D UNIT I
OBJECTIVE #8
CLOTHESLINE ITEMS

There are nine rights that children have. The following can be developed into items that will be displayed on a clothesline.

1. LOVE

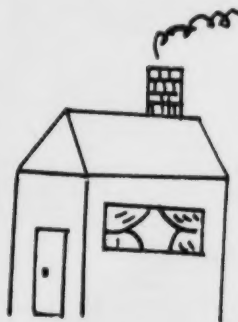


2. TIME and ATTENTION

3. FOOD



4. HEALTH CARE

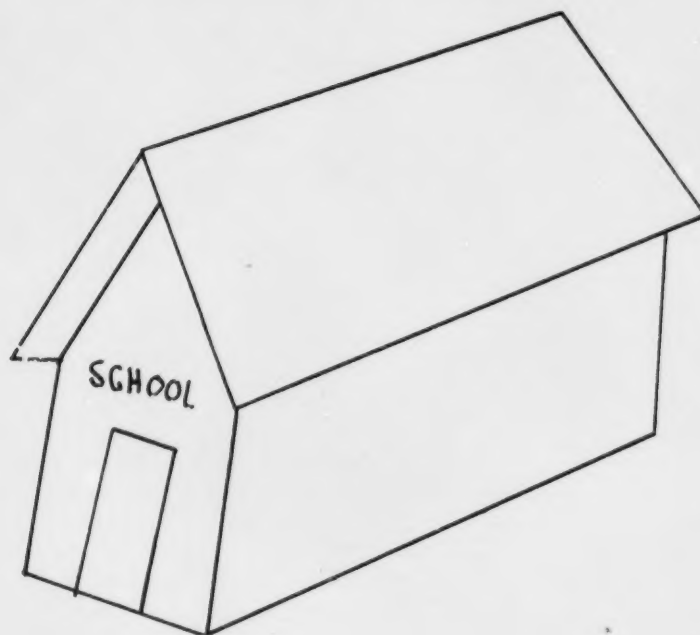


5. SHELTER

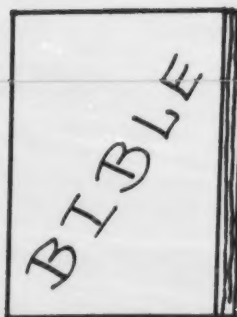


6. CLOTHING

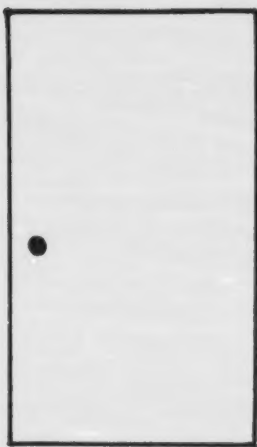
7. EDUCATION



8. Moral and spiritual guidance

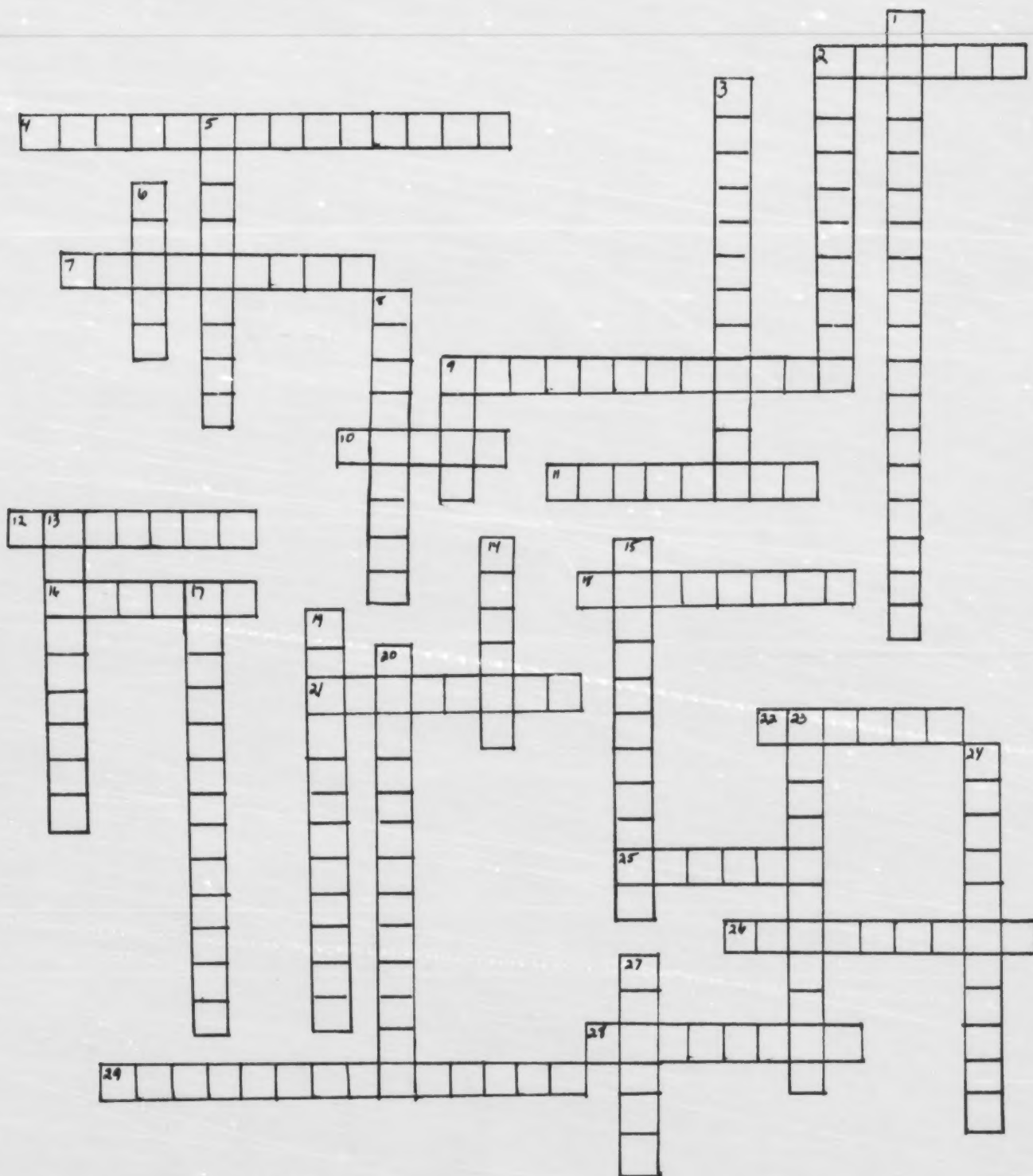


9.



Privacy

PREGNANCY AND CHILDBIRTH
SECTION D UNIT II
OBJECTIVE #1
CROSSWORD PUZZLE



Using the following definitions, complete the crossword puzzle on the preceding page. Use terms describing pregnancy and childbirth.

ACROSS

2. "Mouth" or lower end of uterus
4. More than one infant born during one delivery; results when more than one egg is released from the ovaries in one menstrual cycle or when more than one individual develops from a single egg
7. Period of time from conception to birth/miscarriage
9. Doctor who specialized in care of pregnant women and delivery of infants
10. Name given to unborn child from end of the second month to birth
11. Mass of small blood vessels embedded in wall of uterus; forms an organ that transmits nutrients from mother to embryo and wastes from embryo to mother
12. Condition resulting from distribution of poisonous substances throughout the body's bloodstream
16. Pear-shaped organ, hollow, elastic, and flexible, that houses unborn child until birth
18. Blood condition of newborn which is possible only when father with Rh positive blood and mother with Rh negative blood produce a child with Rh positive blood
21. That which occurs or refers to occurrences before birth
22. Birth canal
25. Name given to unborn child at the end of the second week until the end of the second month of pregnancy
26. Delivery of a dead infant
28. Delivery of a child through an incision in abdominal wall
29. Narrow passageways from ovaries to uterus

DOWN

1. Physical, mental, and emotional training for delivery
2. Union of sperm and ovum
3. Doctor who specializes in development and care of infants and children and in the treatment of their diseases
5. That which occurs or refers to occurrences after birth/delivery
6. Male sex cell
8. Three month period of pregnancy
9. Female sex cell
13. Process by which a mature ovum is released monthly; time of month female can conceive
14. Name given to unborn child from conception to end of second week
15. Small rod-shaped bodies present in cells which contain hereditary factors
17. Connecting link between placenta and unborn child
19. Process by which zygote attaches itself to the wall of uterus
20. Biological union of sperm and ovum in fallopian tube
23. Bag that contains water fluid that protects unborn infant from injury
24. Fetus born before it is capable of surviving outside the mother's body
27. Delivery of a fetus presenting itself with its breech (buttocks) first

PREGNANCY AND CHILDBIRTH
SECTION D UNIT II
OBJECTIVE #6
WORD SEARCH

From the following letters, locate and circle the factors which influence prenatal development and list them below as you find them.

S	L	X	S	T	B	A	Y	M	M	W	D	F	P	J	R	Z	R
P	G	Z	R	J	P	B	F	D	A	M	Y	N	E	I	D	B	H
J	A	R	Z	H	L	N	Z	T	T	I	U	E	A	S	E	S	B
L	J	P	D	S	M	O	L	J	E	T	H	L	X	S	S	T	L
L	Y	U	S	G	U	R	D	P	R	S	X	R	P	M	R	J	O
O	X	B	T	S	X	M	L	I	N	Y	M	C	W	O	D	F	O
I	B	A	Y	M	C	A	T	D	A	P	J	R	T	K	Z	H	D
V	N	Z	R	J	P	I	B	F	L	W	M	C	Y	I	T	E	I
W	Y	F	B	Z	O	T	L	X	E	B	A	T	C	N	I	D	N
L	H	M	E	N	P	I	B	F	M	F	W	M	Y	G	T	B	C
Q	T	W	Z	C	C	E	T	B	O	D	E	H	F	J	T	C	O
R	B	D	Q	R	T	S	L	R	T	D	P	T	V	W	B	L	M
T	E	S	A	E	S	I	D	L	I	E	R	E	N	E	V	X	P
C	E	J	B	H	Z	N	O	T	O	X	S	B	T	C	H	D	A
X	R	D	B	T	I	C	M	U	N	L	O	H	O	C	L	A	T
M	U	M	Y	O	B	H	T	J	S	E	D	H	B	T	C	N	A
J	S	S	Y	M	L	R	X	G	J	D	B	G	H	T	W	Z	B
H	O	Y	M	E	C	O	W	D	X	R	I	Y	S	F	J	P	I
G	P	E	T	H	B	M	H	B	D	E	F	S	T	B	Z	R	L
F	X	Z	W	T	T	O	H	X	G	B	X	Y	E	A	G	L	I
O	E	B	T	F	Y	S	M	W	D	F	B	P	J	A	Z	G	T
E	Y	X	S	O	T	O	B	A	Y	M	C	W	D	F	S	J	Y
T	A	I	B	E	X	M	M	C	W	D	F	P	J	S	Z	E	F
H	R	B	I	G	H	E	E	K	F	Q	V	R	A	L	N	U	S
F	X	R	V	A	Q	S	L	Q	Z	I	P	Q	J	A	E	L	D

1.

5.

2.

6.

3.

7.

4.

8.

PREGNANCY AND CHILDBIRTH
SECTION D UNIT II
OBJECTIVE #7
CLASS ACTIVITY

"It Won't Hold Water"

You have often heard said of a statement that was ridiculous or so far from the truth that it "wouldn't hold water." There are many of these kinds of statements or superstitions floating around concerning pregnancy.

To help students distinguish between facts and fallacies, write a statement from Objective #7 - either a fact or a fallacy - on small disposable paper cups (i.e., Dixie Cups). Do this to each cup until all facts and fallacies have been written. (Note: The facts will have to be shortened and summarized.)

On the bottom of the FALLACY CUPS ONLY, poke a few inconspicuous holes so water will run through it. Leave the Fact cups as they are.

Mix the cups up and stack. Starting from the top, read the statement on the cup to the class. Let a student tell whether the statement was a "fact" or "fallacy." Pour some colored water into the cup after the student has said his/her answer. The students can then see whether it was a true statement or a superstition or fallacy by whether the water remains in the cup or leaks out.

Discuss each statement.

Continue with each cup until all are completed.

Materials Needed: 28 small disposable paper cups, tack, needle or small nail, water pitcher, food coloring, felt tip pen, SINK!

PREGNANCY AND CHILDBIRTH
SECTION D UNIT II
OBJECTIVE #8
CLASS ACTIVITY

NORMAL DISCOMFORTS AND DANGER SIGNALS OF PREGNANCY

Supplies needed: 20 non-see-through envelopes, felt tip pen, construction paper (red, light blue and pink), scissors

To help the class determine whether discomforts during pregnancy are normal or danger signals, select a symbol for:

1. Normal Discomforts - Suggestions: Bootie, Diaper, Rattle
2. Danger Signal - Suggestions: Red Cross, Telephone, Exclamation Mark

Put one of the symbols for normal discomforts into each of 10 envelopes. On the outside of the envelope, print one of the 10 discomforts listed in Objective #8. Repeat on each envelope using all the discomforts listed.

Put one of the symbols for danger signals into each of the remaining 10 envelopes. On the outside of the envelope, print one of the 10 dangers listed in Objective #8. Do this on all envelopes until all danger signals are listed.

Shuffle the envelopes and pass out to students. Explain symbols. Have each student read the item written on her/his envelope. Let the class decide whether it is a normal discomfort or a danger signal. Have the student remove the symbol from her/his envelope and "show" the class the "answer". Discuss.

Patterns for symbols:



PREGNANCY AND CHILDBIRTH
SECTION D UNIT II
OBJECTIVE #8

During pregnancy, there are normal discomforts which should be reported to the doctor on the mother's regular visits, but do not warrant emergency calls unless the discomfort is acute. There are also danger signals. Because these signs do precede possibility of a miscarriage, toxemia, and urinary infection, call doctor immediately! Place an X in front of the danger signals.

- _____ 1. Puffy feet
- _____ 2. Varicose veins
- _____ 3. Vaginal discharge
- _____ 4. Severe, continuous headache
- _____ 5. Swelling of face/fingers
- _____ 6. Leg cramps
- _____ 7. Constipation
- _____ 8. Chills/fever
- _____ 9. Hemorrhoids
- _____ 10. Abdominal pain
- _____ 11. Sudden escape of fluid from vagina
- _____ 12. Exposure to contagious disease
- _____ 13. Vaginal bleeding
- _____ 14. Heartburn
- _____ 15. Itching
- _____ 16. Dimness/blurring of vision
- _____ 17. Morning Sickness
- _____ 18. Flatulence (gas in the stomach or intestines)
- _____ 19. Persistent vomiting
- _____ 20. Painful urination

PREGNANCY AND CHILDBIRTH
SECTION D UNIT II
OBJECTIVE #12
OBSERVATION ASSIGNMENT

DATE: _____ TIME: _____
HOSPITAL: _____ NAME OF BABY: _____
BIRTH DATE: _____ HEIGHT: _____
WEIGHT: _____

Using the picture of the newborn on page 46-D and the characteristics of a healthy newborn on page 47-D, visit a hospital nursery DURING VISITING HOURS and observe a newborn. After observing, answer the following questions comparing the baby you observed to the characteristics of a healthy newborn listed on page 47-D.

1. Approximately what proportion of the total body length did the head comprise?
2. What color were the baby's eyes?
3. List at least 3 characteristics of this baby's skin: (i.e., flaky, red, etc.)
 - 1.
 - 2.
 - 3.
4. In your own words describe the baby's neck:

Describe the baby's shoulders:

Describe the shape of the baby's head:

5. In what position were the baby's legs when laying in the crib?
6. Could you see any of the soft spots?

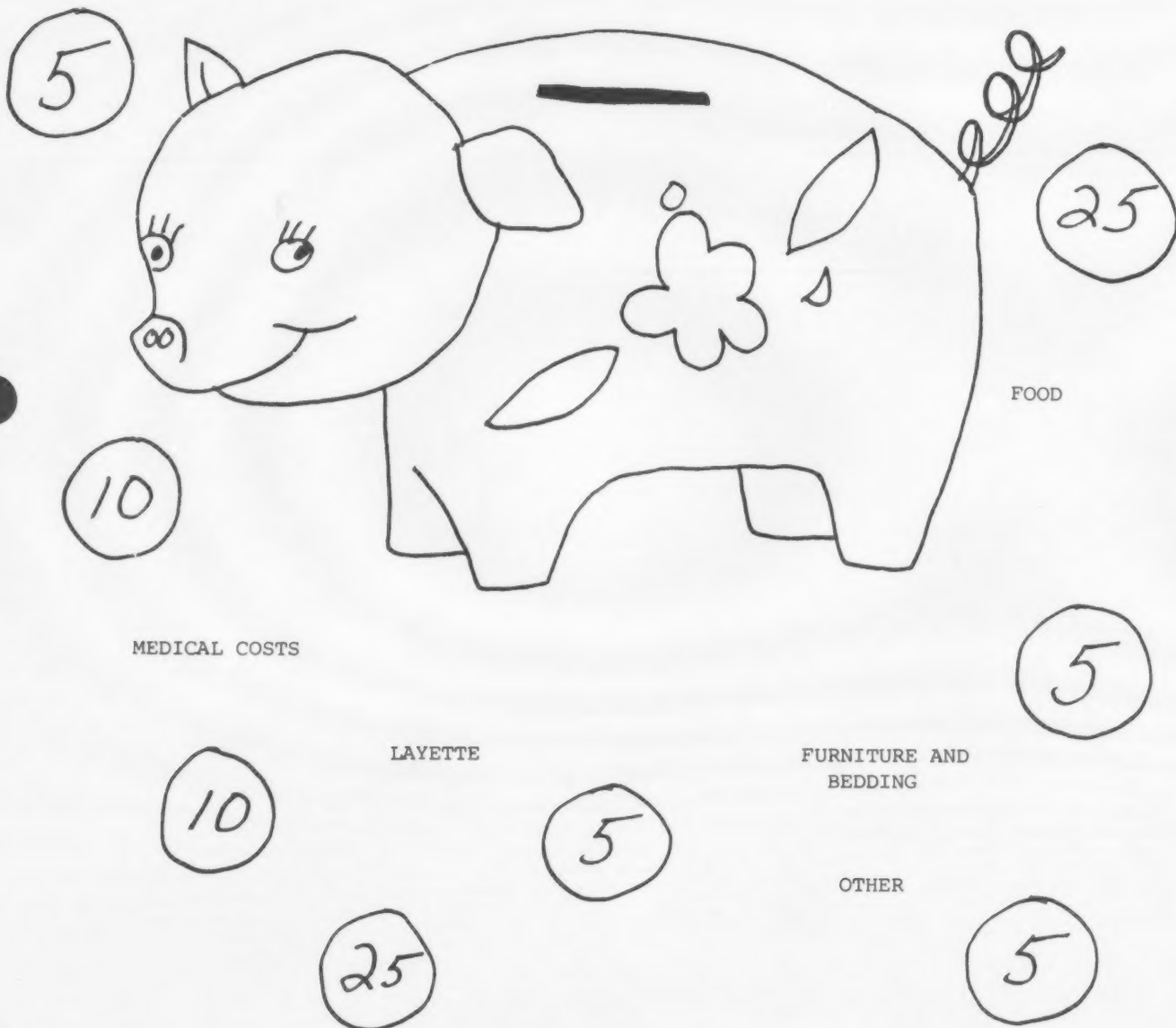
Where were they located:
7. State the differences between:
 - A. Your nose and the baby's nose:
 - B. Your chin and the baby's chin:

8. How did the baby hold her/his hands?
9. Find a picture of a baby in a magazine and tape it to this page.
On the back, list at least 7 differences between the baby picture
in the magazine and the baby you observed.

PREGNANCY AND CHILDBIRTH
SECTION D UNIT II
OBJECTIVE #16
BULLETIN BOARD

The pig is in the center of the board with the coins placed around him. Each of the costs of having a baby will be represented by pictures from magazines.

BABIES ARE NOT FREE



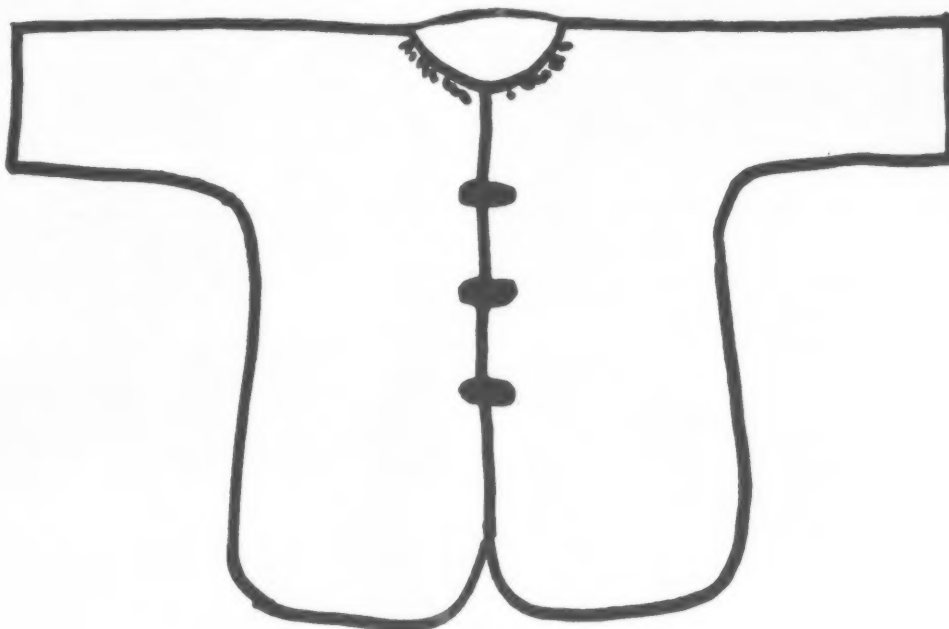
INFANT CARE
SECTION D UNIT III
PRESENTATION OF OBJECTIVES
VISUAL PRESENTATION

Directions: Write each specific objective on a square of posterboard. Present each objective by hanging each sign on a step of the ladder.



INFANT CARE
SECTION D UNIT III
OBJECTIVE #3
CLOTHESLINE

Directions: Enlarge the pattern below and trace pattern on nine bright colors of construction paper. Print one factor to consider in selection of infants clothing on each. Then present to class by hanging each jacket on a clothes line.



Factors to Consider in Selection of Infant's Clothing

- A. Simple
- B. Constructed to give maximum freedom for arms and legs
- C. Easy to Launder
- D. Lightweight
- E. Warm
- F. Tightly secured fasteners
- G. Sturdy and comfortable
- H. Allergies
- I. Growth features

INFANT CARE
SECTION D UNIT III
OBJECTIVE #6
TRANSPARENCY MASTER SERIES



LEARN TO COMMUNICATE



LEARN TO EAT SOLID FOODS



LEARN TO WALK AND USE SMALL MUSCLES

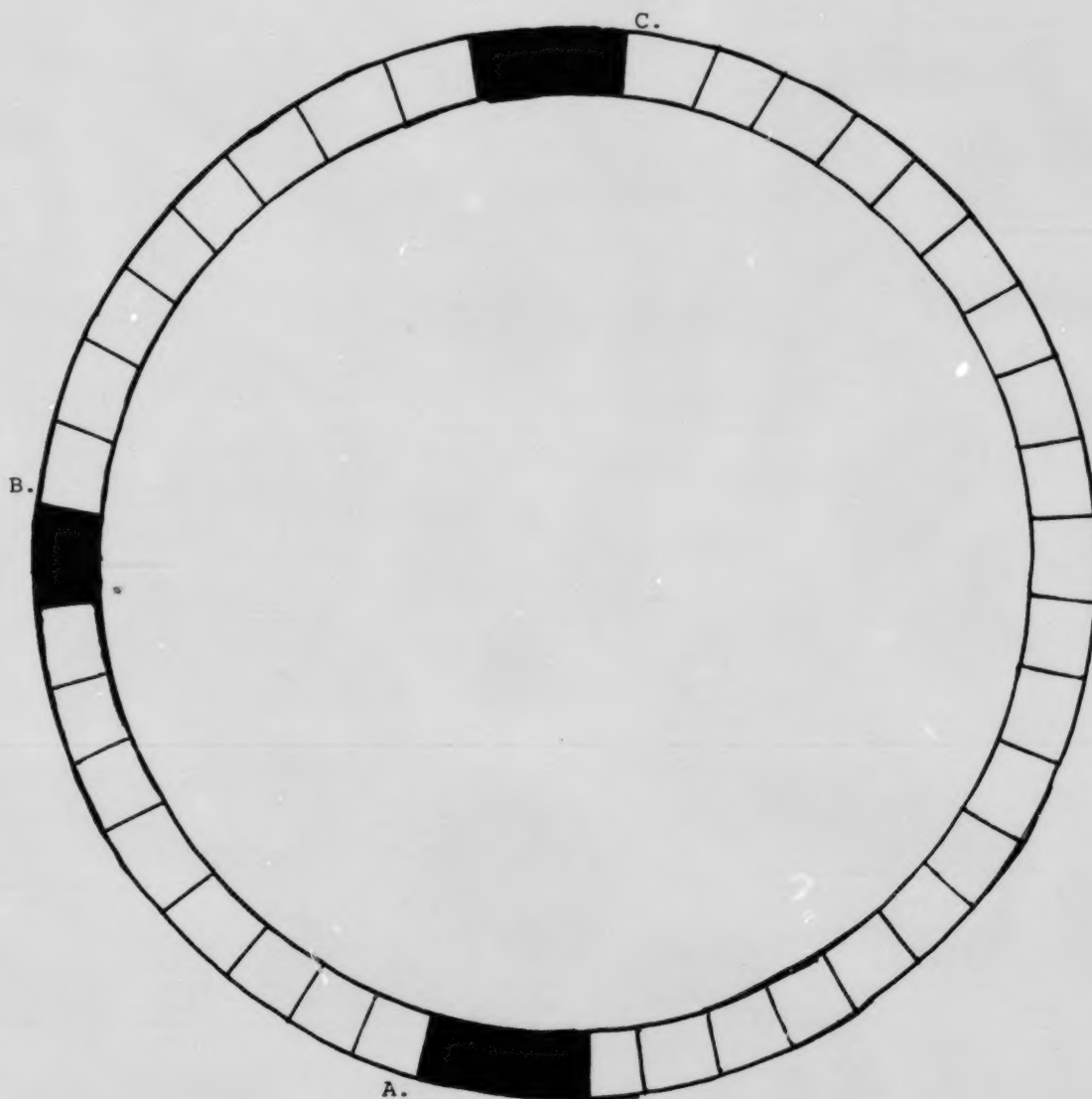


LEARN APPROVED HABITS OF ELIMINATION

INFANT CARE
SECTION D UNIT III
OBJECTIVE #7
CIRCLE PUZZLE

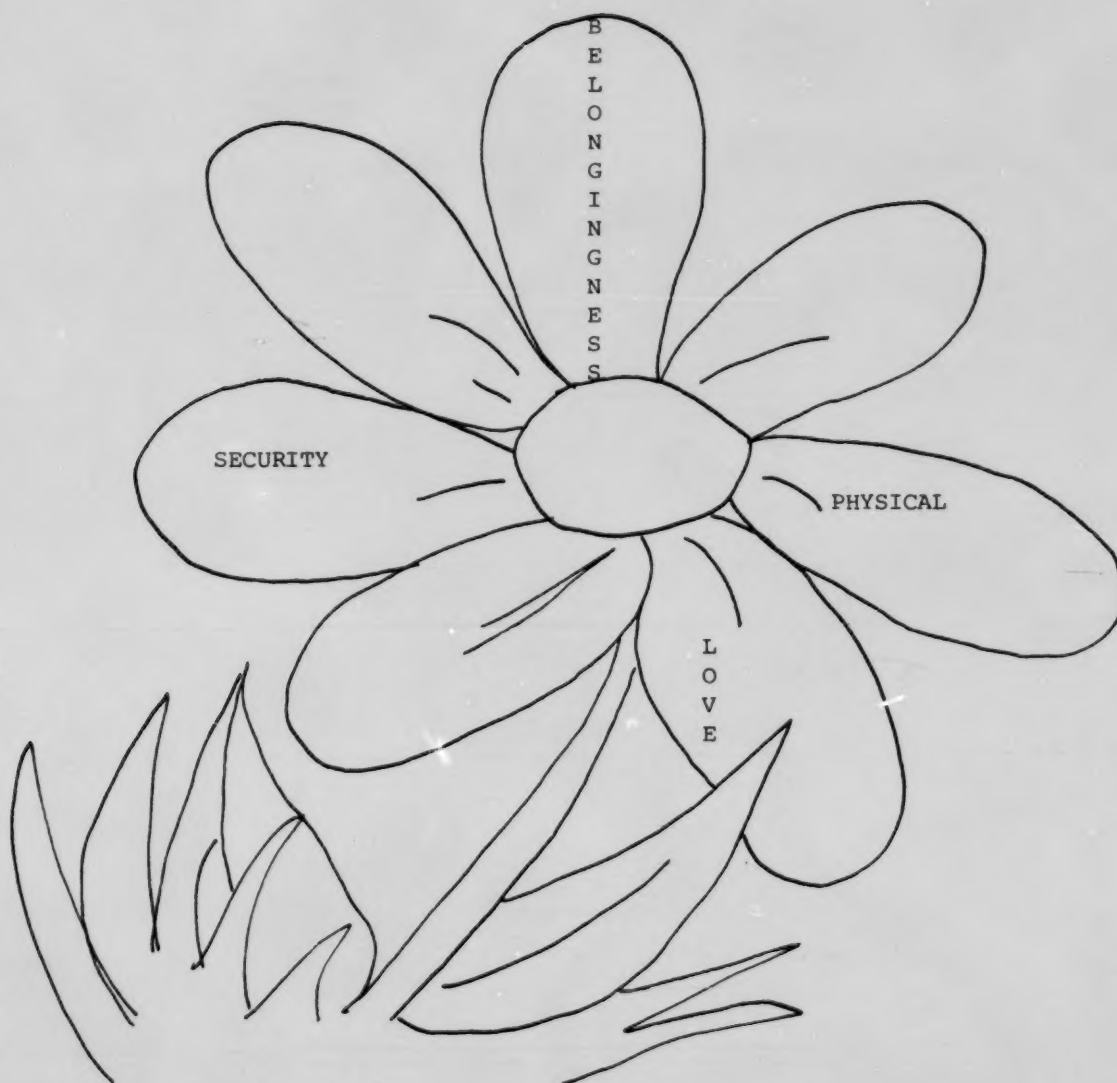
NEEDS OF EVERY INFANT

- A. Food protection and meeting rest needs are _____.
- B. Routines in a child's life help them to gain this.
- C. Human beings must feel this at all ages to help them develop.



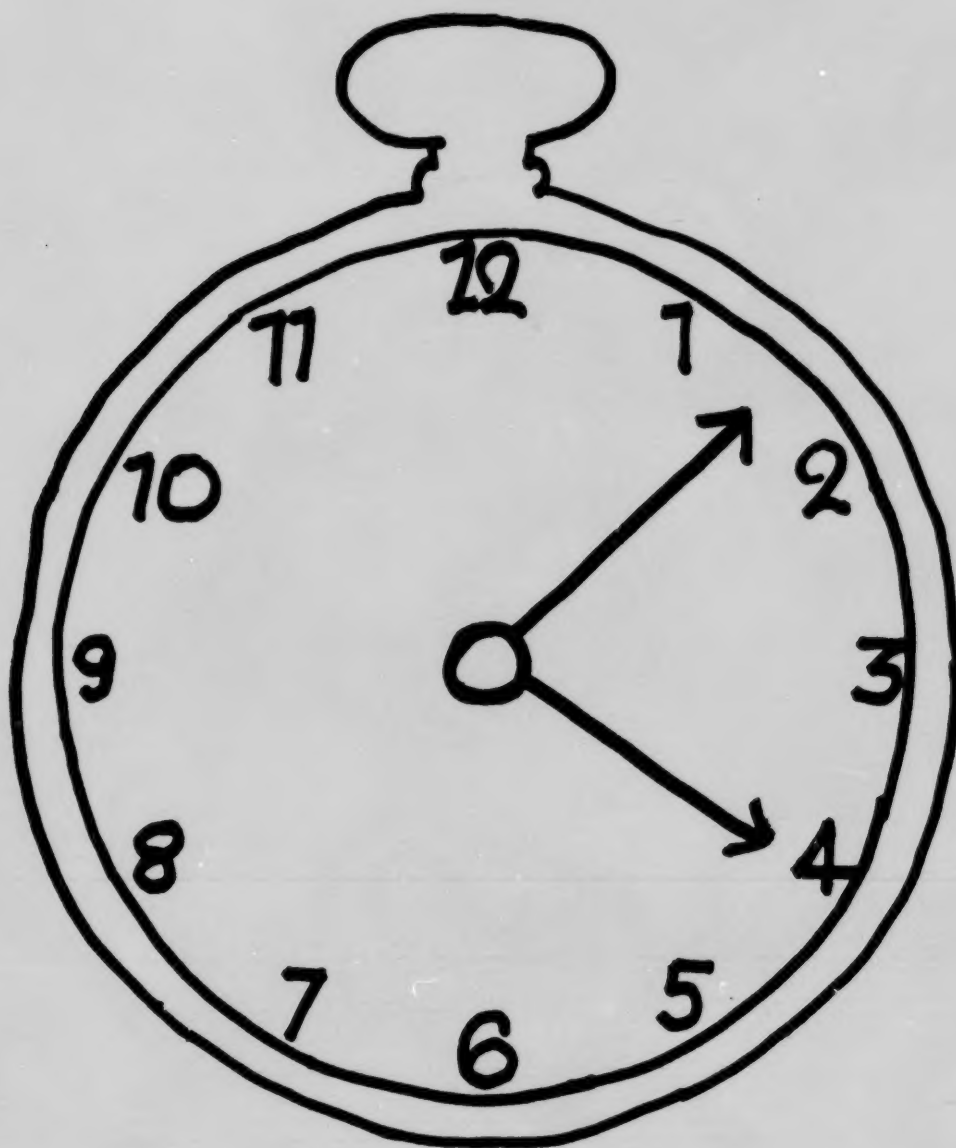
INFANT CARE
SECTION D UNIT III
OBJECTIVE #7
BULLETIN BOARD OR FLANNEL BOARD

"CHILDREN (LIKE FLOWERS) NEED TENDER LOVING CARE"



PARENT-CHILD RELATIONSHIPS
SECTION D UNIT IV
PRESENTATION OF OBJECTIVES
VISUAL PRESENTATION

Directions: Enlarge the clock pattern below on a bright color of posterboard. Print objectives on the hands of the clock. As you present each objective, change the hands and the time.



"PARENT-CHILD RELATIONSHIPS TAKE TIME"

PARENT-CHILD RELATIONSHIPS
SECTION D UNIT IV
OBJECTIVE #1
TELEPHONE CODE

Use the numbers on the telephone dial below to decode 11 different terms associated with parent-child relationships. Remember, each number identifies three different letters. For example, a "3" could be "D", "E", or "F".



1. 4 6 6 8 6 4 0 2 8 4 6 6
2. 6 6 3 3 5 7
3. 2 6 6 7 2 4 3 6 2 3
4. 2 4 4 5 3 7 7 6 6 3 4 6 4
5. 3 3 8 3 5 6 7 6 3 6 8 2 5 8 2 7 5 7
6. 7 3 5 3 2 6 6 2 3 7 8
7. 4 6 2 4 3 3 6 8 2 5 5 3 2 7 6 4 6 4
8. 2 2 8 4 8 3 5 4 7 8 3 6 4 6 4
9. 4 6 4 8 2 8 4 6 6
10. 2 6 6 3 5 4 2 8 4 6 4 6 3 7 7 2 4 3 7
11. 7 8 8 3 6 9 6 6 3 7 7 2 4 3 7

PARENT-CHILD RELATIONSHIPS
SECTION D UNIT IV
OBJECTIVE #2
BULLETIN BOARD

The instructor is to collect interesting pictures of babies and children and arrange them on a bulletin board or the instructor may ask the students to bring pictures of themselves as children and arrange the photos of the students without names on the bulletin board. The below basic needs should be spaced in with the pictures with the heading "BASIC NEEDS OF CHILDREN" at the top.

BASIC NEEDS OF CHILDREN

LOVE

SECURITY

SELF ESTEEM

ACCEPTANCE

TRUST

FREEDOM

LIMITS

PARENT-CHILD RELATIONSHIPS
SECTION D UNIT IV
OBJECTIVE #2
BULLETIN BOARD OR TRANSPARENCY MASTER

HOP TO IT

SELF-ESTEEM

ACCEPTANCE

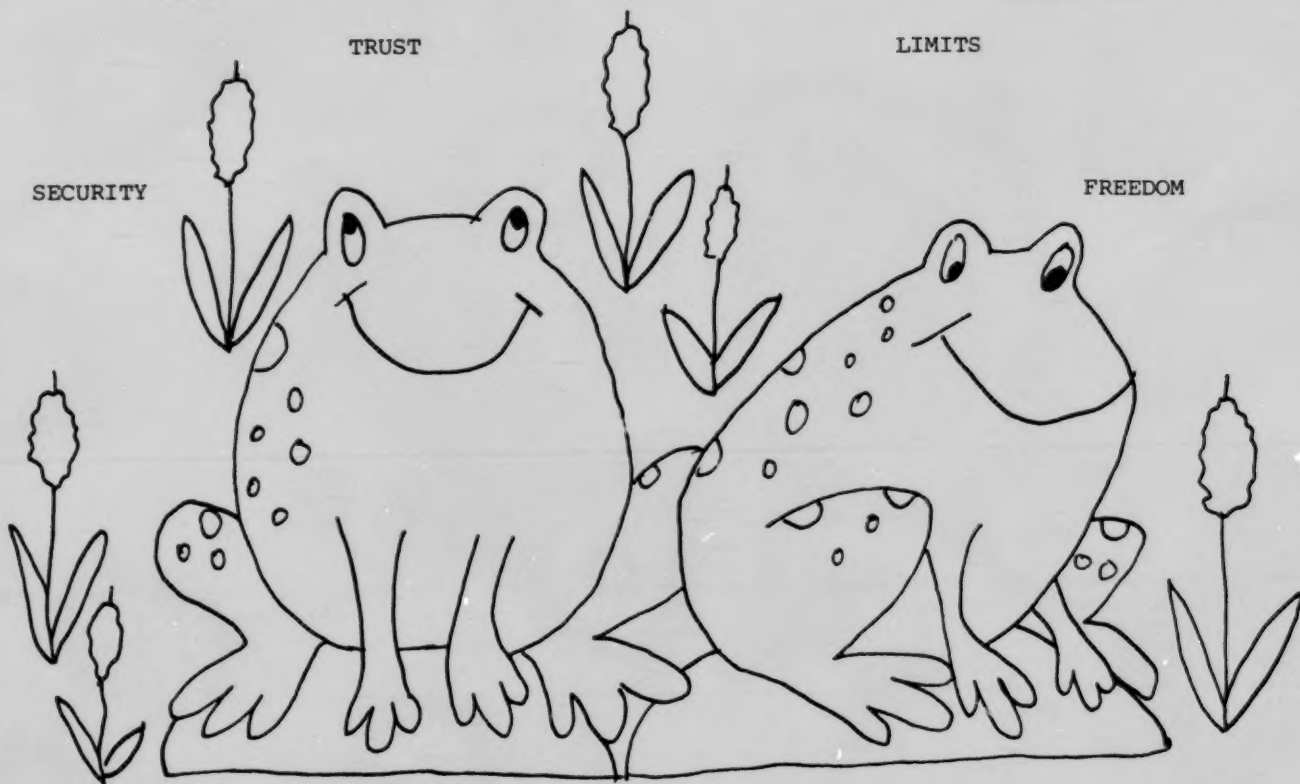
LOVE

TRUST

LIMITS

SECURITY

FREEDOM



PARENT-CHILD RELATIONSHIPS
SECTION D UNIT IV
OBJECTIVE #2
WORD HUNT

A C D L V E S S U S T E P I J
Z C A O N T M O N R A B F G H
X W S V R D B A U C A M I T S
B C Q E U T Y S E C U R I T Y
N S R U L W T O P X Y Z T N O
M E G P M F N A C C E P T A N
I O V Y W X E X Z Z G H I J K
F L I M I T S S X M N O P Z U
R W T I E N R Q T V W I E C T
E A C C E P T A N E R U C C H
E S A C C E P T A N E R R C D
D D T I T S A C D J K M O P Q
O J A C C E P T A N C E M N A
M K J N G H I U N T Q O D R K

1. LOVE
2. TRUST
3. SELF ESTEEM
4. SECURITY
5. FREEDOM
6. LIMITS
7. ACCEPTANCE

PARENT-CHILD RELATIONSHIPS
SECTION D UNIT IV
OBJECTIVE #3
WORKSHEET

Write E before each developmental task which occurs in Early Childhood and M before each developmental task which takes place during Middle Childhood.

- _____ 1. Build a wholesome self-concept
- _____ 2. Learn right from wrong
- _____ 3. Acquire varied skills for playing games
- _____ 4. Develop a conscience
- _____ 5. Learn sex differences and modesty
- _____ 6. Develop skills of communication
- _____ 7. Form concepts of reality
- _____ 8. Learn to get along with peers
- _____ 9. Achieve independence in self care

PARENT-CHILD RELATIONSHIPS
SECTION D UNIT IV
OBJECTIVE #3
TRANSPARENCY MASTER SERIES

"RAGGEDY ANN SAYS, 'LET EACH CHILD DEVELOP HIS/HER OWN SKILLS.'"



EARLY CHILDHOOD DEVELOPMENTAL TASKS

1. Achieve independence in self-care
2. Learn sex differences and modesty
3. Form concepts of reality
4. Learn right from wrong

PARENT-CHILD RELATIONSHIPS
SECTION D UNIT IV
OBJECTIVE #3
TRANSPARENCY MASTER SERIES

"RAGGEDY ANN SAYS, 'LET EACH CHILD DEVELOP HIS/HER OWN SKILLS.'"



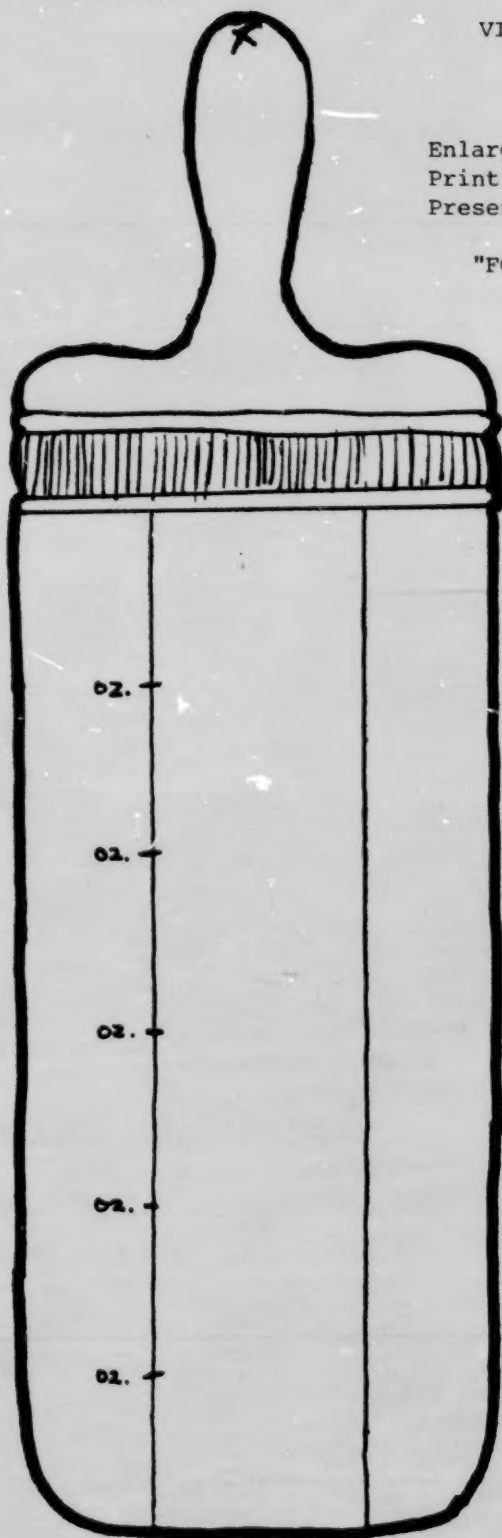
MIDDLE CHILDHOOD DEVELOPMENTAL TASKS

1. Acquire varied skills for playing games
2. Learn to get along with peers
3. Build a wholesome self-concept
4. Develop a conscience
5. Develop skills of communication

PARENT-CHILD RELATIONSHIPS
SECTION D UNIT IV
OBJECTIVE #9
VISUAL PRESENTATION

Enlarge the pattern and cut out five baby bottles.
Print one way that behavior is modeled on each.
Present to reinforce learning.

"FORMULA FOR FAMILY SUCCESS"



"WAYS THAT BEHAVIOR IS MODELED"

- A. Tasks
- B. Curiosity and interest in learning
- C. Respect for others
- D. Emotional control
- E. Problem solving

CLOTHING SELECTION
SECTION E UNIT I
OBJECTIVE #1
WORD HUNT

Find the words belonging to the following definitions. They may be horizontal, vertical, diagonal, frontward or backward.

K L O P Q C V K E F T W Q N M E I O P A T T E R N A
T R E E P O S T R A S S O Q N A W T L M J E G A O J
P X V B N M L O W S H A P E R J G O N W V X K R I U
Q P L M C G H E D H E V L M S R A I K J H T N O S R
F R E I O M W J B I W Q Z T R W N G S J W U V E U W
C C E F O I Y K T O Z E Y F X W O E Q R A R T I L N
B A T Y P J K L I N N T V A R S I I W J R E L M L E
S E E D P O Q W S E R V W D O R A N D O D B K R I H
L I N N V A R V N A S O M I C R A V K J R N T B L K
S T R A S S O R X D R P O S T U R E S A O G D Q A J
J E G A O J V I X K B C S R N C O N A T B A R C C B
J I D I D O T N K D Q E T V W N S T Y L E J I D I D
R X D R S O M O T R C A N Z T V M O J B E N O E T I
C O N A T B A X S C A R Q T L M B R D V W E I N P E
S T C E P S A L A C I G O L O H C Y S P L A I C O S

1. Article of clothing that is usually very noticeable; is popular with particular group; lasts a short time _____
2. All clothing items owned by a person _____
3. Popular styles _____
4. Silhouette or outline of garment _____
5. Surface quality of a fabric _____
6. Fabric quality that is seen, not felt _____
7. Clothing with good basic design and lasting qualities _____
8. Clothing items worn in addition to basic garments _____
9. Way you stand, walk, or sit _____
10. List of items _____
11. Art of making something appear different from the way it actually is _____
12. Ideas, thoughts, and values influenced by society, culture, peers, family, and our own minds, determine our actions _____

CLOTHING SELECTION
SECTION E UNIT I
OBJECTIVE #2
BULLETIN BOARD

BE FASHIONABLE



Factors affect clothing
appearance

Body build

Optical illusion

Line

Shape

Texture

Pattern

Color

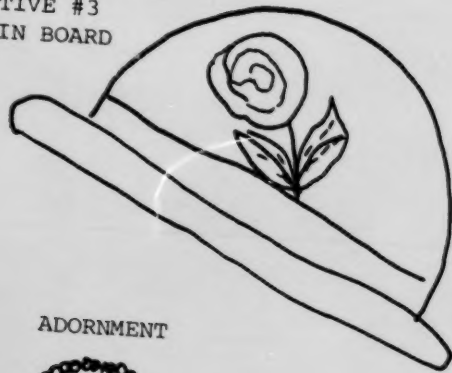
Health

Posture

Grooming

Accessories

CLOTHING SELECTION
SECTION E UNIT I
OBJECTIVE #3
BULLETIN BOARD



EXPRESSIONS
INDIVIDUALITY
AND CONFORMITY



FAMOUS PEOPLE

IN Social and Out Psychological Aspects

TRADITION

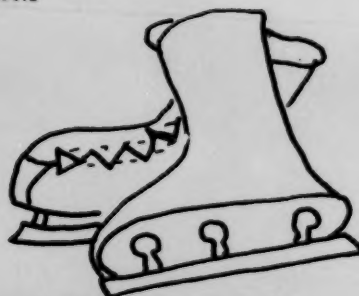


1800's
1900's

HISTORY



IDENTIFICATION



ENTERTAINMENT



CONFORMITY

CLOTHING SELECTION
SECTION E UNIT I
OBJECTIVE #3
BULLETIN BOARD

Social Psychological Aspects of Clothing

MODESTY

HISTORY

PROTECTION

FAMOUS PEOPLE

STATUS

ENTERTAINMENT

IDENTIFICATION

TRADITION

ADORNMENT

FIRST IMPRESSION

ROLE

Pictures
From
Magazines

EXPRESSIONS OF INDIVIDUALITY AND CONFORMITY

CLOTHING SELECTION
SECTION E UNIT I
OBJECTIVE #5
CROSSWORD PUZZLE

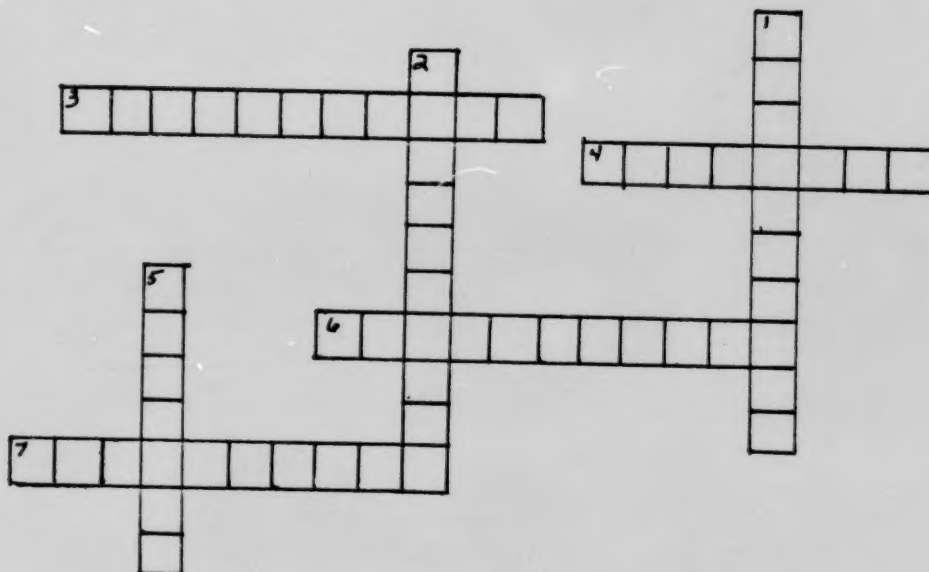
Use the optical illusion techniques list of line, color, shape, and texture to answer the crossword puzzle.

WORD LIST

Horizontal
Bright-Light
Tubular

Bold Prints

Vertical
Dull Colors
Shiny-Smooth



Across

3. Textures to reflect light and make the wearer appear larger
4. Lines to help the body appear taller
6. Colors to attract attention and/or make the body appear larger
7. Colors to appear less obvious or make the body look smaller

DOWN

1. Lines to widen the body and make it appear shorter
2. Large shapes to attract attention and emphasize an area
5. A shape to add height and hide a thick middle

CLOTHING SELECTION
SECTION E UNIT I
OBJECTIVE #7
BULLETIN BOARD

REAL

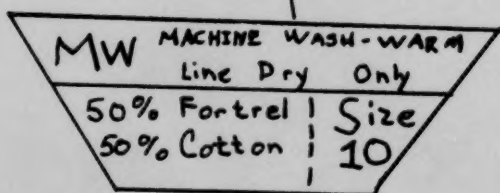
COOL

CATS



ALWAYS

READ



LABELS and HANGTAGS

CLOTHING CARE
SECTION E UNIT II
OBJECTIVE #1
CYRPTOGRAM

This is a code game. Each number below and each blank stands for a letter in the alphabet. When you "decipher" the code, you will be spelling the five terms included in the information sheets. After you have correctly filled in the terms, use the same letters to unravel the secret message.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
10	13	22	1	24	21	16	5	26	3	7	9	14	18	6
P	Q	R	S	T	U	V	W	X	Y	Z				
11	20	2	12	17	8	25	19	23	15	4				

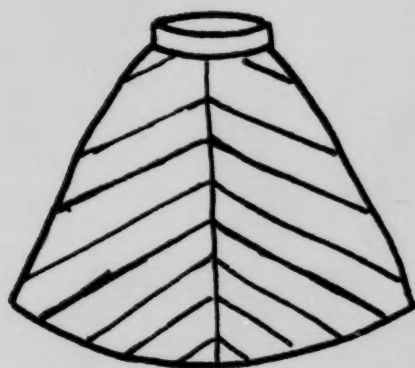
TERMS

1. 22 6 9 6 2 21 10 12 17
2. 18 6 18 22 6 9 6 2 21 10 12 17
3. 11 2 24 17 2 24 10 17 26 18 16
4. 12 15 18 17 5 24 17 26 22 12
5. 1 8 2 10 13 9 24 11 2 24 12 12
6. 18 10 17 8 2 10 9 21 10 13 2 26 22
7. 13 9 24 18 1 12
8. 1 2 15 22 9 24 10 18 26 18 16
9. 14 24 18 1 26 18 16
10. 1 10 2 18
11. 11 10 17 22 5

CLOTHING CARE
SECTION E UNIT II
OBJECTIVE #1
TRANSPARENCY MASTER SERIES

A.

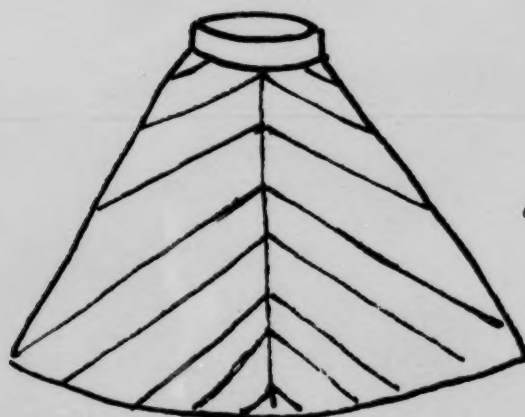
COLORFAST



No Fading
or
"running"

B.

NONCOLORFAST



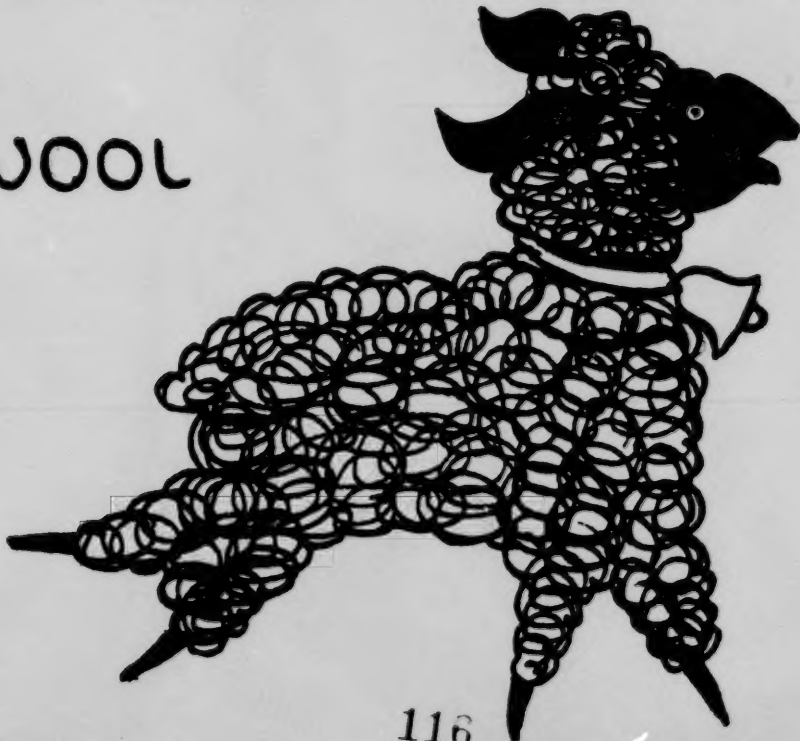
Fading
or
"Running"

PRETREATING



NATURAL FABRICS

WOOL



E.

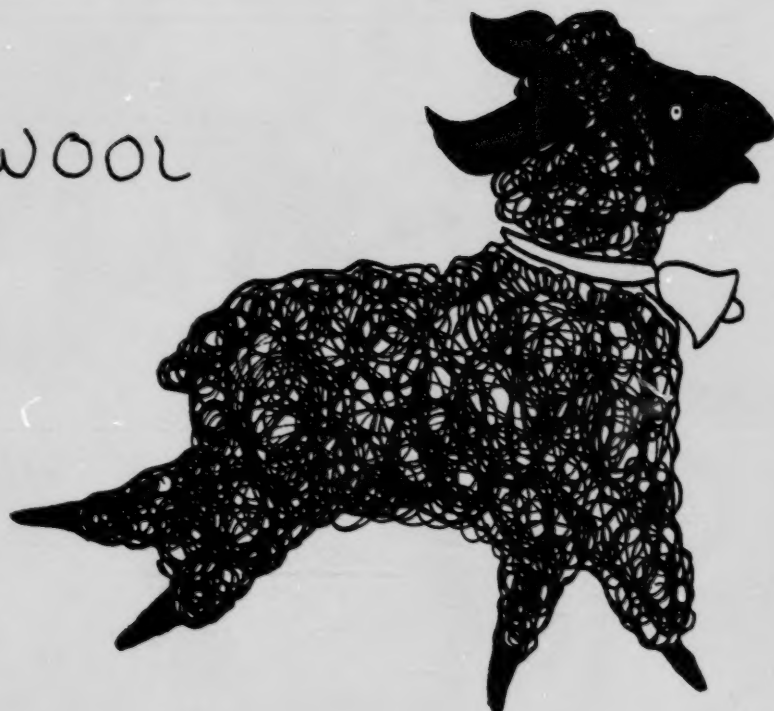
SYNTHETICS



NYLON

BLENDS

WOOL



G.

110

● DURABLE PRESS



NO
WRINKLES

H.

● DRY CLEANING



usually
Commercially
DONE

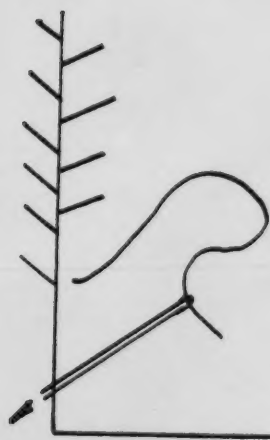
I.

● MENDING



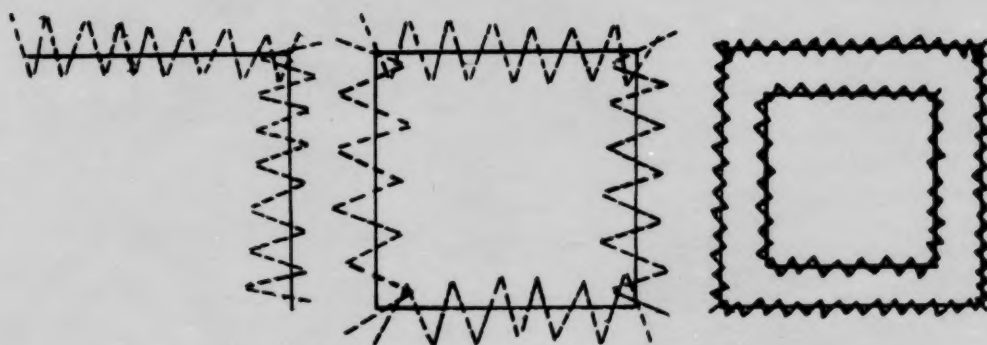
J.

● DARN

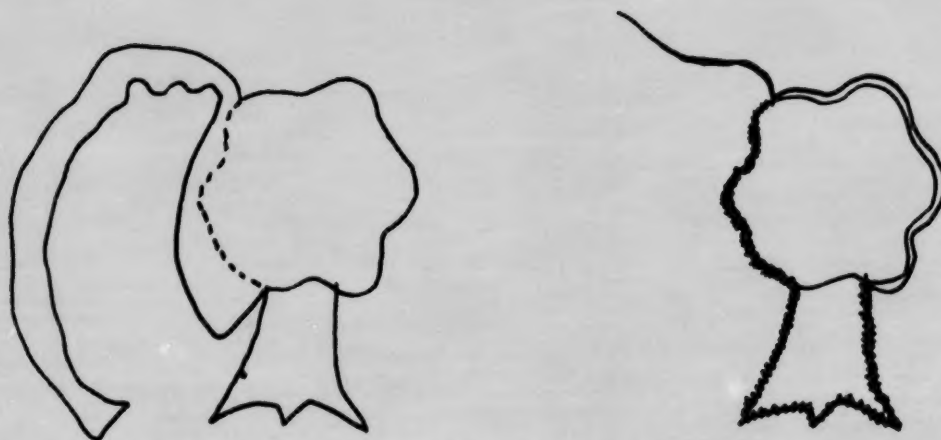


PATCH

PATCHING BY MACHINE



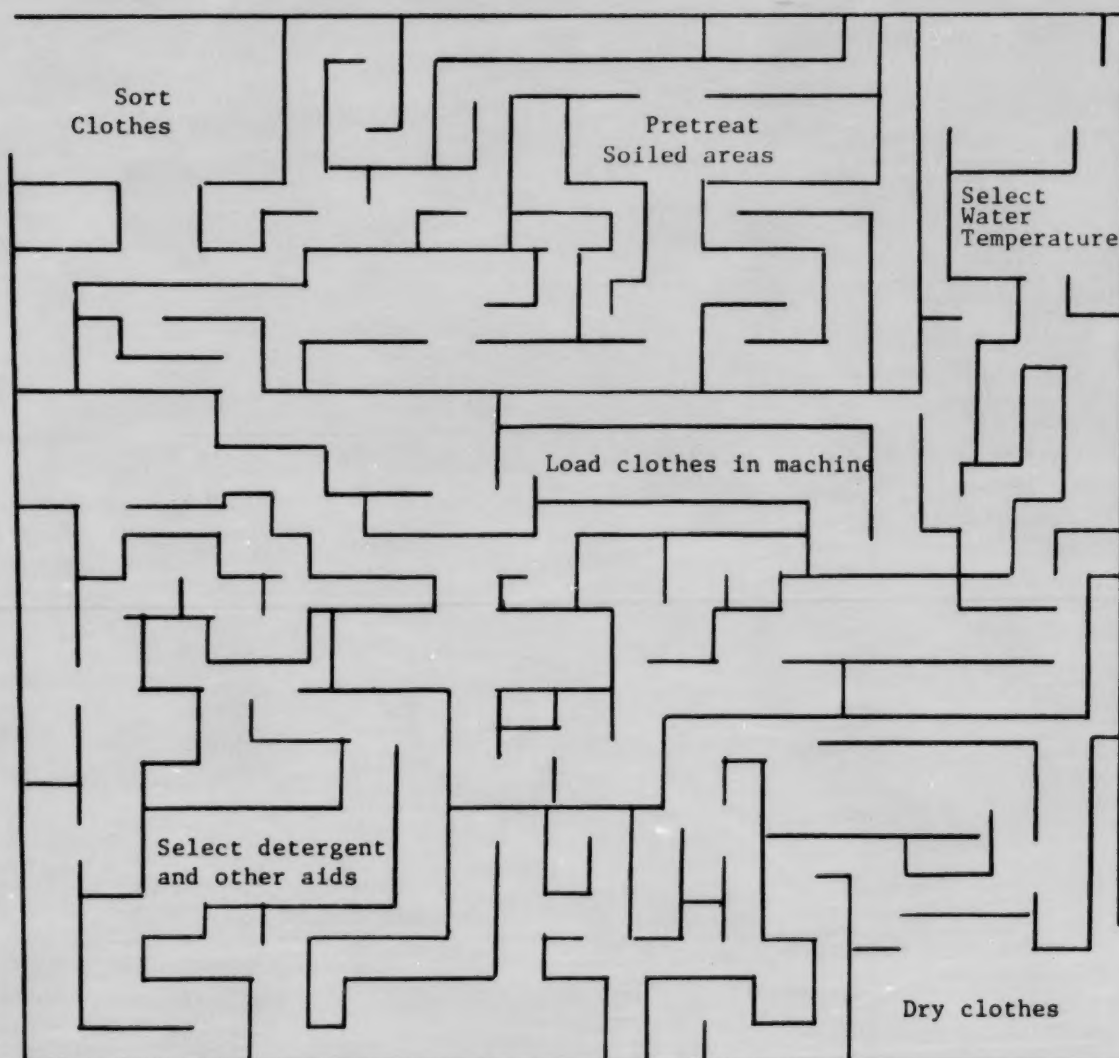
Appliqué



CLOTHING CARE
SECTION E UNIT II
OBJECTIVE #4
MAZE

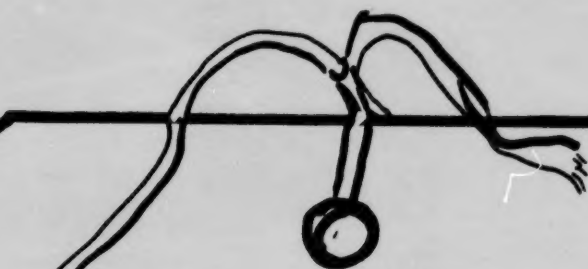
Laundry Steps Maze

By following the maze correctly the six machine laundry steps should be arranged in order. Place the number of the step.



CLOTHING CARE
SECTION E UNIT II
OBJECTIVE #4
WORD HUNT

Below are hidden eight words or phrases which are major points of concern the consumer has when buying fabrics. They may be spelled backwards, forwards, from top to bottom, or diagonally. Circle each word or phrase as you find it. The words are listed below the puzzle.



OCSTBQRDFORBANA
TCARDZUWEAHWODR
SPERFORMANCEKNB
DRSAEBCEOCIMOAQ
NNATSOCOVNEILBV
AEIFYSFTANHDSAA
RBCAELTFZSBDNRL
BTVALOEMAXQAKAY
ORANDSCFEBOICWT
BIETNETNOCREBIF
CABOOFEOPLSICAW
LABELSTIALYKCES

PERFORMANCE

COST

CARE OF FABRIC

FIBER CONTENT

STYLE

LABELS

BRAND

CLOTHING CARE
SECTION E UNIT II
OBJECTIVE #6
ASSIGNMENT

Label each load "Hot", "Warm", or "Cold" for the water temperature for washing clothes.

Load #1 _____
White cotton shirts
White socks

Load #2 _____
Colorfast pastels
Light prints

Load #3 _____
Dark and bright clothes
that bleed

Load #4 _____
Permanent press or wash
and wear

Load #5 _____
Light colors that bleed

Load #6 _____
Nylons, polyesters,
acrylics

Load #7 _____
Washable silks

Load #8 _____
Moderately soiled lingerie

Load #9 _____
Dark cottons

Load #10 _____
Diapers

Load #11 _____
White sheets

Load #12 _____
Fragile items

Load #13 _____
Tee shirts (pastel colored
ones)

Load #14 _____
100% cotton jeans

Load #15 _____
Gym shorts and shirts

Load #16 _____
Letter sweaters, polyester

Load #17 _____
Basketball suit

Load #18 _____
White linen tablecloth

Load #19 _____
Terry bath towels and wash
cloth

Load #20 _____
Cotton padded placemats

CLOTHING CARE
SECTION E UNIT II
OBJECTIVE #10
SORTING GAME

The purpose of this game is designed to assist students to be able to classify sorted laundry loads according to proper water temperature.

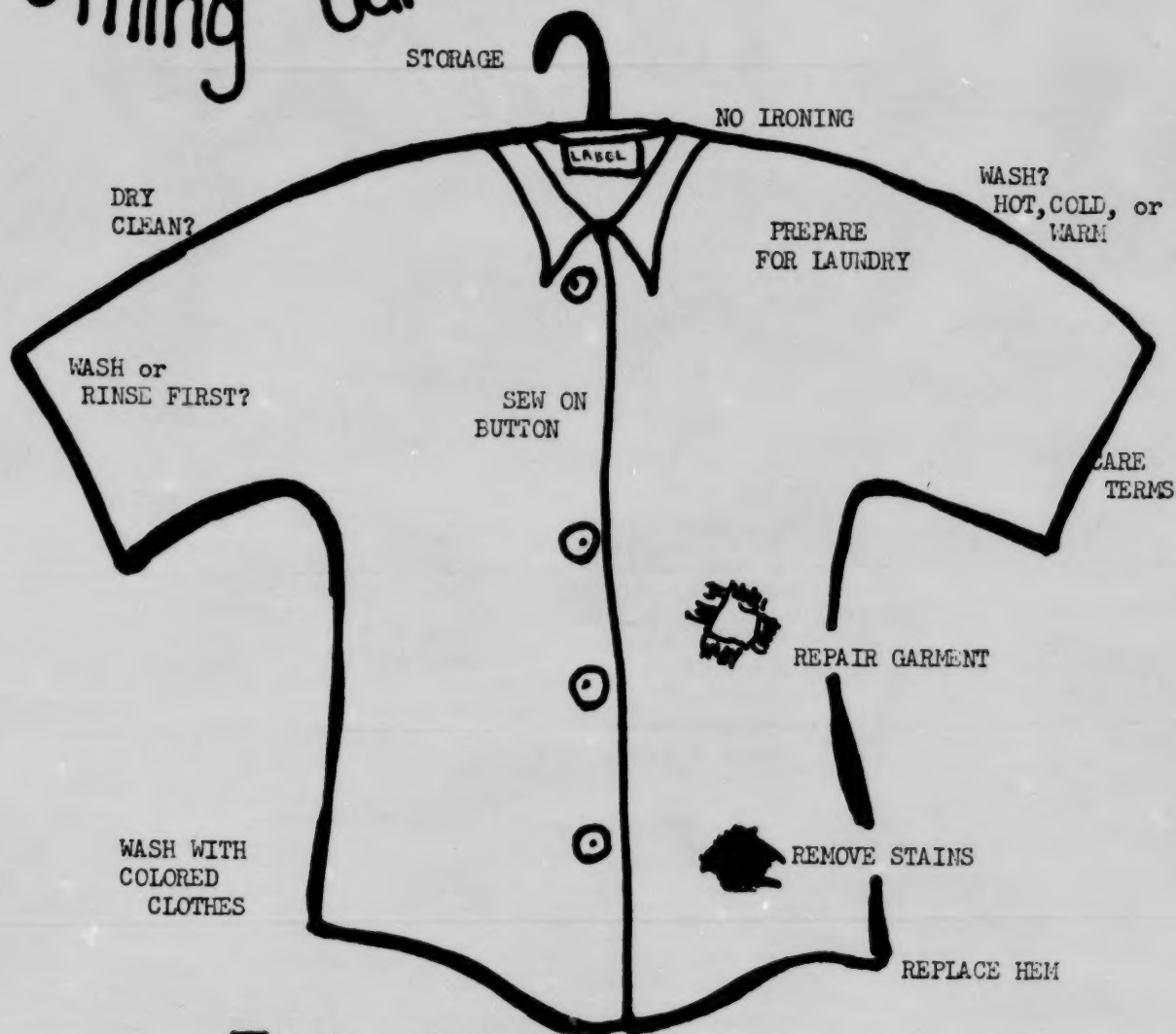
Directions:

- A. Prepare three sacks of wearable clothing items
- B. Divide class into three teams with each team consisting of one sorter and one helper
- C. Give each team a name - "Hot", "Warm", or "Cold"
- D. Select a time limit for teams to work; e.g., 3 minutes
- E. Each sorter will sort out the clothing from the bag that can be washed in their team's temperature name

Example: "Warm" team sorter finds all clothing that would be washed in warm water
- F. The other members on the team can give advice as to which items to pick
- G. The sorter puts on the clothing that can be washed by their team's water temperature
- H. The helper assists the sorter in dress
- I. The team that finishes dressing first and with all correct items wins

CLOTHING CARE
SECTION E UNIT II
MOTIVATIONAL IDEA
BULLETIN BOARD

Clothing Care



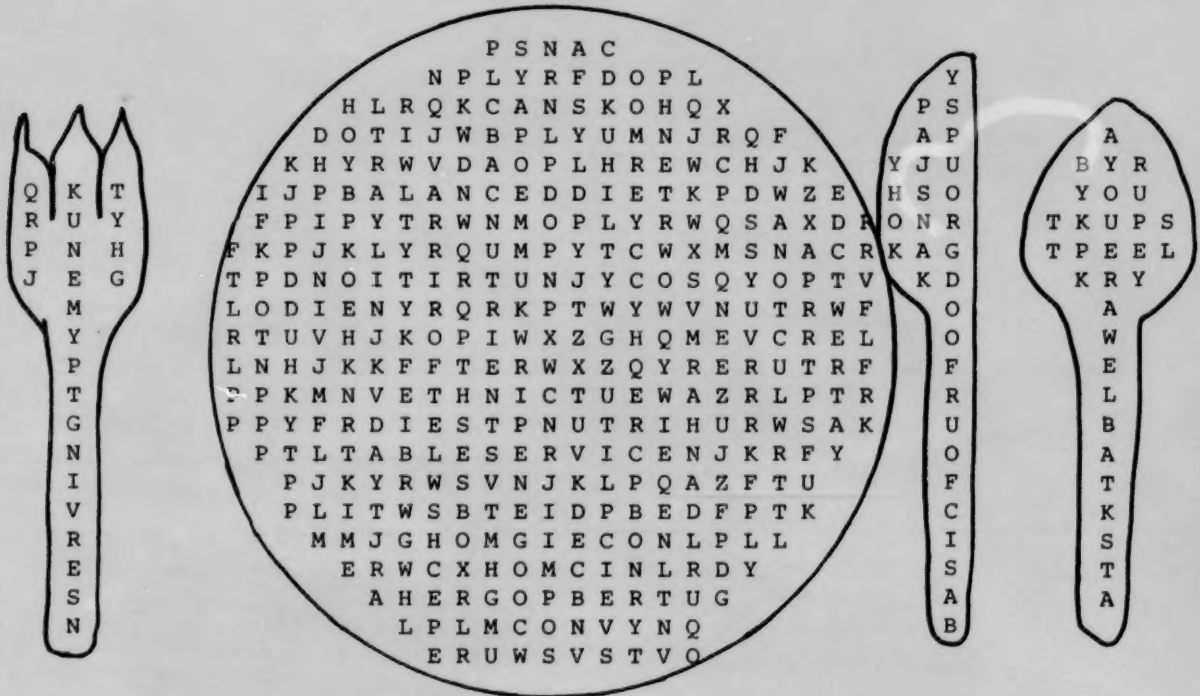
First Impressions Count

Materials Used:

Calico print letters, black stick on letters, and stencil letters
Plastic hanger
Posterboard background
Actual buttons
Print fabric cut in the shape of a shirt

MEAL PLANNING AND TABLE SERVICE
SECTION F UNIT I
OBJECTIVE #1
WORD SEARCH

In the word hunt below, see if you can circle the terms associated with meal planning and table service. The word list below will help you keep track of the words you have found.



MEAL PLANNING AND TABLE SERVICE
SECTION F UNIT I
OBJECTIVE #5
WORD SCRAMBLE

Unscramble the following words that will form the nutrients.

1. invfrboila _____

2. caminti v _____

3. doinei _____

4. radybohctesra _____

5. mtanavi i _____

6. torpnsei _____

7. icmulca _____

8. athimen _____

9. cannii _____

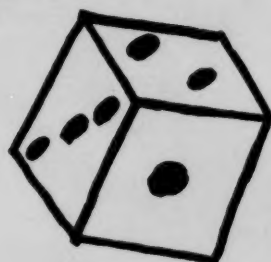
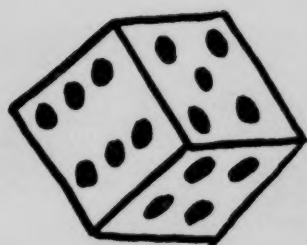
10. roni _____

11. staf _____

12. dantini v _____

13. osoupopshr _____

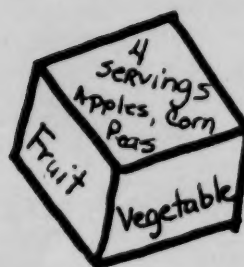
MEAL PLANNING AND TABLE SERVICE
SECTION F UNIT I
OBJECTIVE #
BULLETIN BOARD



LET'S

MAKE

A MEAL



MEAL PLANNING AND TABLE SERVICE
SECTION F UNIT I
OBJECTIVE #11
TRANSPARENCY MASTER

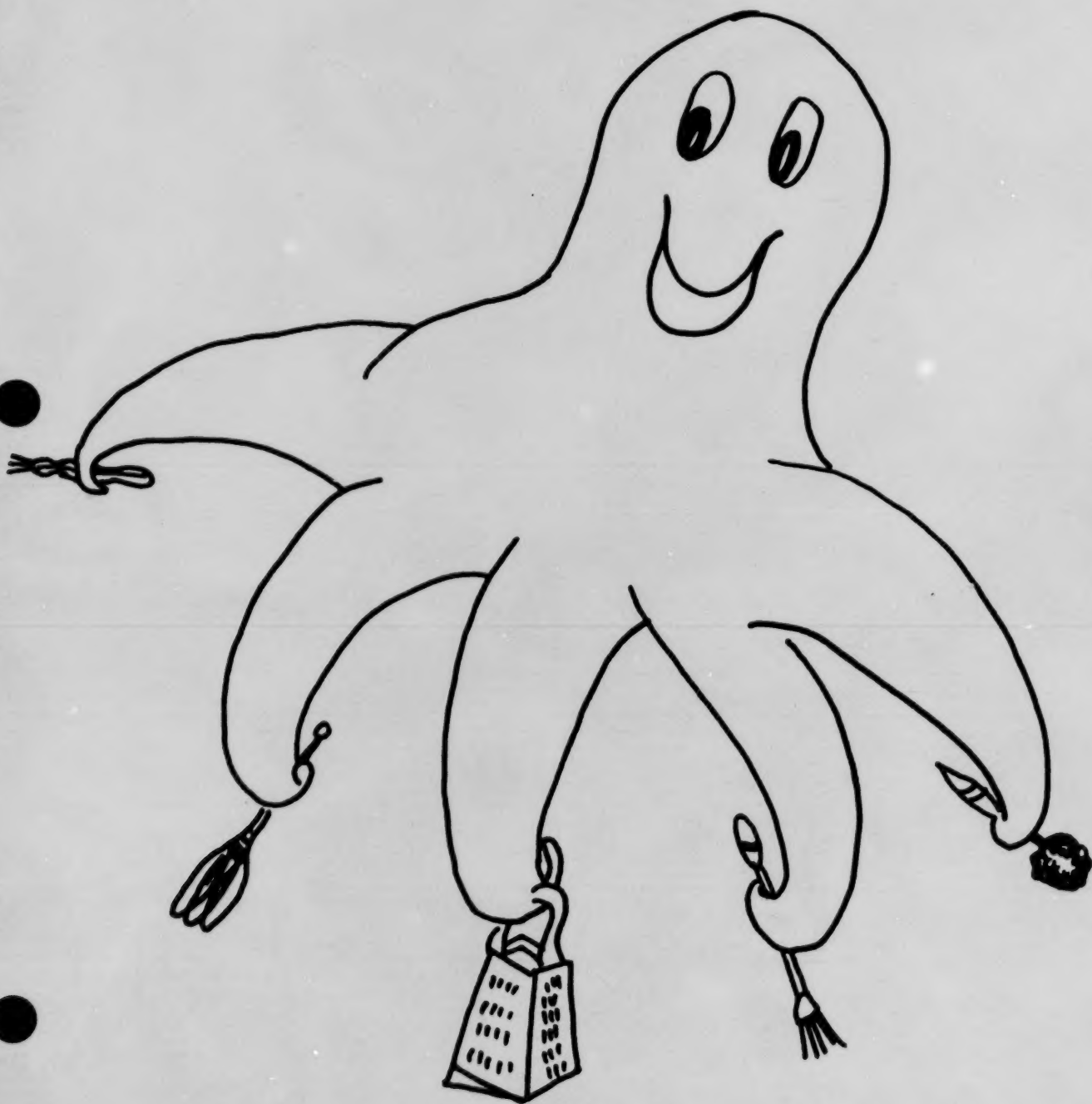
PEOPLE FORM OPINIONS OF US BY THE
WAY WE EAT



Let good manners become a habit!

KITCHEN TOOLS AND UTENSILS
SECTION F UNIT II
OBJECTIVE #1, 2, 3, 4, 5, 6, 7, 8
BULLETIN BOARD

USE THE RIGHT UTENSIL



KITCHEN TOOLS AND UTENSILS
SECTION F UNIT II
OBJECTIVE #1, 2, 3, 4, 5, 6, 7, 8
GAME

MATCH GAME

Directions: Under each picture, write the name and the use for each piece of equipment. Choose from the lists below.

USES -----

STIRRING
LIFTING
DIPPING
TURNING
BEATING
WHIPPING

CUTTING
CHOPPING
MASHING
DRAINING
STRAINING
SIFTING

MEASURING
BAKING
RANGE-TOP
CLEAN-UP
MISCELLANEOUS

IDENTIFYING NAME -----

LADLE
SLOTTED SPOON
ROTARY BEATER
TONGS
WOODEN SPOON
TURNER
WIRE WHISK
COOKING SPOON
TWO-TINED FORK
GRATER
FRENCH (CHEF'S) KNIFE
PEELER
BUTCHER KNIFE
KITCHEN SHEARS
BREAD KNIFE
POTATO MASHER
CUTTING BOARD
MEAT SLICER
PARING KNIFE
COLANDER
STRAINER (SIEVE)
FLOUR SIFTER
DRY MEASURING CUPS
LIQUID MEASURING CUPS
STRAIGHT EDGE SPATULA
MEASURING SPOONS
WIRE COOLING RACK
ROUND CAKE PAN
SQUARE CAKE PAN
JELLY ROLL PAN

PIE PAN
COOKIE SHEET
BUNDT PAN
MUFFIN PAN
LOAF PAN
ANGEL FOOD CAKE PAN
BAKING (CASSEROLE) DISH
SKILLETS
GRIDDLE
DOUBLE BOILER
DUTCH OVEN
SAUCEPANS
DISH DRAINER
SINK LINER
DISH PAN
SCOURING PAD (BRUSH)
VEGETABLE BRUSH
MIXING BOWLS
RUBBER SCRAPER
ROLLING PIN AND COVER
PASTRY BRUSH
PASTRY BLENDER
FUNNEL
CAN OPENER
MEAT THERMOMETER
BOTTLE OPENER
DEEP FAT/CANDY THERMOMETER
MOLDS
MELON BALL CUTTER
BOTTLE BRUSH



1 _____



2 _____



3 _____



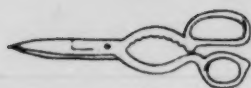
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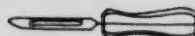
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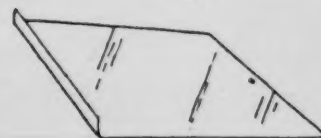
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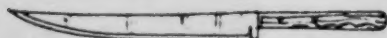
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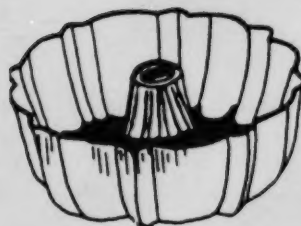
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9 _____



10 _____



11 _____



12 _____



13 _____



14 _____



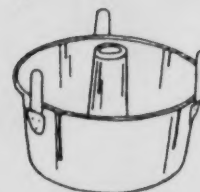
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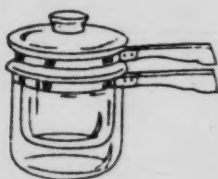
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17 _____



18 _____



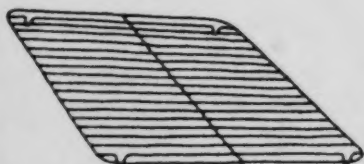
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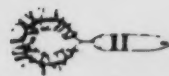
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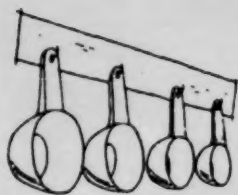
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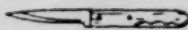
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24 _____



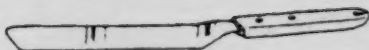
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26



27



28



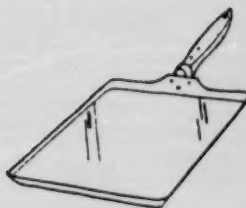
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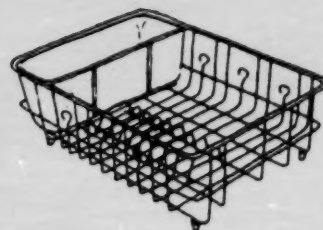
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31



32



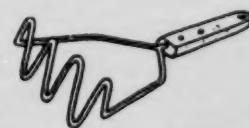
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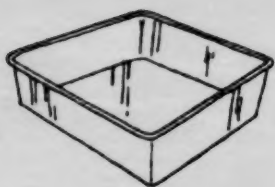
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34



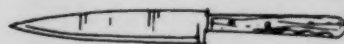
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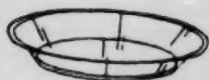
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39 _____



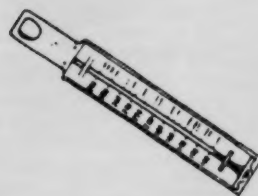
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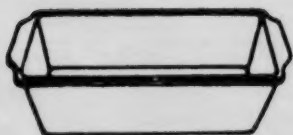
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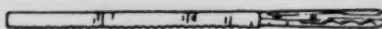
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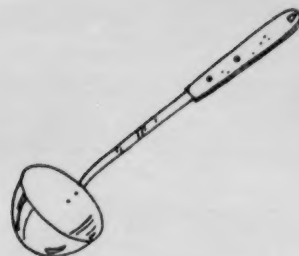
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44 _____



45 _____



46 _____



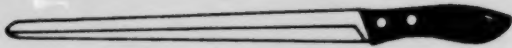
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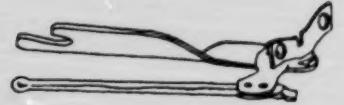
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49 _____



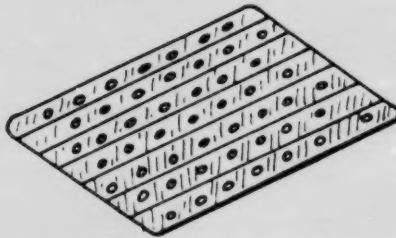
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51 _____



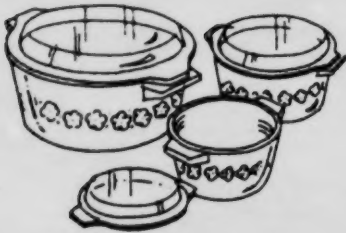
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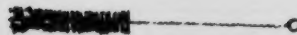
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54 _____



55 _____



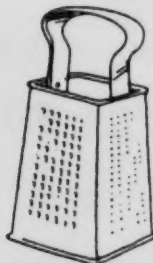
56 _____



57 _____



58 _____



59 _____



60 _____

KITCHEN TOOLS AND UTENSILS
SECTION F UNIT II
OBJECTIVE #13
TRANSPARENCY MASTER

Measuring Flour



- ① Sift flour onto
WAXED PAPER.

- ② Lightly spoon the
sifted flour into a
cup until it heaps
over.

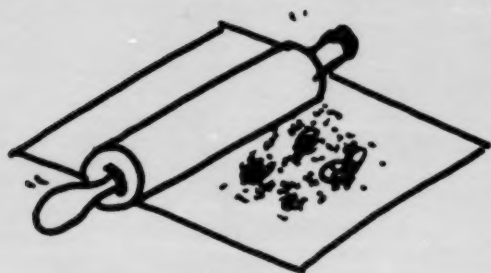


- ③ Use straightedge to make
several cuts to rid of air pockets,
then draw the edge across the top
making sure flour is level with top
of the cup.



KITCHEN TOOLS AND UTENSILS
SECTION F UNIT II
OBJECTIVE #13
TRANSPARENCY MASTER

Measuring Brown Sugar



- ① Roll out lumps on waxed paper with rolling pin.

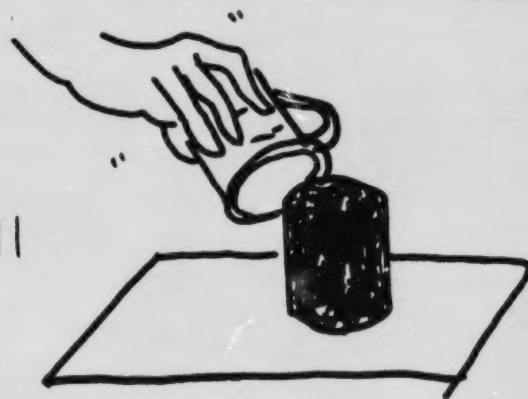


- ② Use spoon to pack sugar into measuring cup.

- ③ Level off with straightedge.



- ④ Turn brown sugar out on waxed paper. If correctly measured, brown sugar will keep shape of cup.

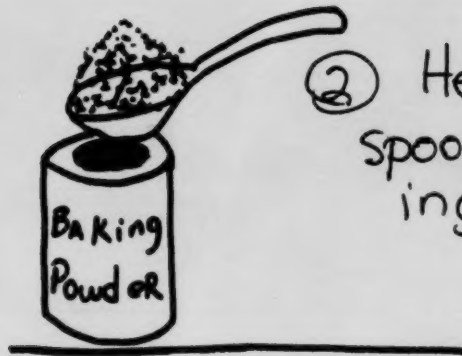


Measuring Small Amounts

- ① Put correct measuring spoon into container.



- ② Heap measuring spoon with dry ingredient.



- ③ Level with straightedge.



KITCHEN TOOLS AND UTENSILS
SECTION F UNIT II
OBJECTIVE #13
TRANSPARENCY MASTER

Measuring Liquids



- ① Place glass at eye level and fill cup to the line indicating amount needed.

- ② Check measurement at eye level.



FOOD PREPARATION
SECTION F UNIT III
OBJECTIVE #2
WORD SEARCH

In the word search below, circle the terms associated with mixing techniques. The words are listed to help you keep track of the words you have found.

B L E N B S Z O P Q
A J B N I T U C K R
L I T E P I N R I U
C E P O A R U E G E
N D S M X T R A H N
I N T I E L V M P I
D E V H F H W P I B
L L W Z S T O J H M
O B K F I B K M W O
F D A E N K B L P C

Beat

Blend

Combine

Cream

Cut in

Fold in

Knead

Sift

Stir

Whip

FOOD PREPARATION
SECTION F UNIT III
OBJECTIVE #4
WORD SCRAMBLE

Unscramble the following words about cooking techniques. The correct description of each word will help you find the word.

1. Roast meat or poultry slowly over coals on a spit or in the oven, basting it often with sauce.

EUBRACB _____

2. Coat the surface with substance such as flour, milk, meal, or bread crumbs.

GEDERD _____

3. Boil in water until partially cooked.

OPAIRLB _____

4. Heat a pan, broiler, or oven to desired temperature before cooking the food.

TAPEREH _____

5. Heat a liquid to point where tiny bubbles appear around the edges of container; pour boiling water over food or dip briefly into boiling water.

LCASD _____

6. Place food in refrigerator until cold.

ILCHL _____

7. Pour off liquid.

ARIND _____

8. Add decorative touches to a meal.

NGIAHRS _____

9. Cook gently in hot liquid below the boiling point.

CAOHP _____

10. Cook over steam rising from boiling water.

MEATS _____

11. Cook in an oven or oven-type appliance in a covered or uncovered pan with dry heat.

EBAK _____

12. Spoon drippings or other liquid over food while cooking.

TEASB _____

13. Cook under direct heat or over coals.

LROIB _____

14. Make the surface of the food brown in color by frying, broiling, toasting, or baking.

ORWNB _____

15. Cook in fat which completely covers the food.

TAF EDEP RYF _____

16. Lower the temperature of food below 0°C or 32°F.

ZEERFE _____

17. Cook in hot fat.

RYF _____

18. Cook by dry heat, uncovered in oven.

TOARS _____

19. Cook over direct heat uncovered in small amount of fat, butter, or oil.

SETAU' _____

FOOD PREPARATION
SECTION F UNIT III
OBJECTIVE #7
GAME

Dingbat Game

This game teaches recipe measurement equivalents. Example: $1/4$ cup = 4 Tbsp. It is adapted from the "Old Maid" card game.

HOW TO MAKE THE GAME: Buy an inexpensive deck of children's cards or flash cards containing at least 39 cards. Place the 39 cards face down on the adhesive side of self-adhesive plastic. Cut them out. With a felt pen print one of the following on each card:

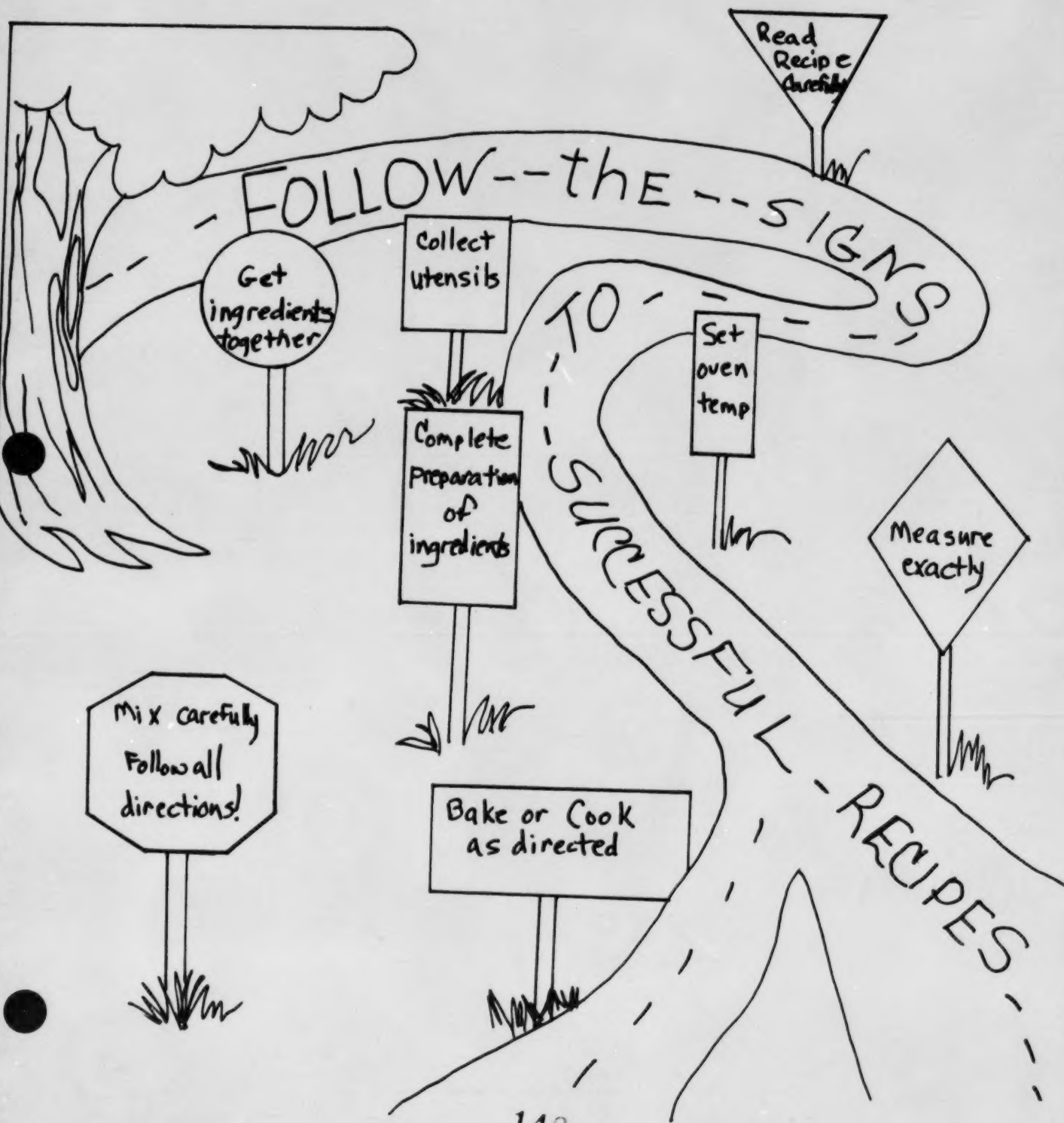
3 teas.	16 Tbsp.	2 cups	2 pints
4 Tbsp.	5- $1/3$ Tbsp.	8 Tbsp.	12 Tbsp.
1 cup	1 cup	2 cups	4 cups
4 quarts	4 pecks	3 teas.	16 Tbsp.
8 Tbsp.	4 quarts	8 quarts	1 Tbsp.
1 cup	1 pint	1 quart	$1/4$ cup
$1/3$ cup	$1/2$ cup	$3/4$ cup	8 fluid oz.
$1/2$ pint	1 quart	1 pint	1 gallon
1 peck	1 bushel	1 Tbsp.	1 cup
$1/2$ cup	1 gallon	DINGBAT	

The deck now contains 19 pairs and 1 Dingbat card.

HOW TO PLAY THE GAME: Two to six may play. The object of the game is to find equivalent (not matching) pairs of cards and discard them.
Example: 3 teas. = 1 Tbsp.

1. Shuffle cards and deal until all are distributed.
2. Players look at cards and place equivalents in center of table, face up, in a pile. These pairs are out of the game.
3. The dealer now draws a card from the player on his right. If it is equivalent to a card in his hand, he discards the pair; if not, he keeps it. The next player draws, and so on.
4. The game proceeds until all pairs are matched, leaving the DINGBAT card in one player's hand. He is the loser.

FOOD PREPARATION
SECTION F UNIT III
OBJECTIVE #8
TRANSPARENCY/BULLETIN BOARD



SPECIAL OCCASIONS
SECTION F UNIT IV
OBJECTIVE #1
WORD SEARCH

Find the correct terms in the puzzle to match the following definitions.

1. Letters standing for the French words, "Repondez s'il vous plait," meaning "Reply, please."
2. Percentage of money given for some service
3. Written or oral message asking someone to attend a specific function
4. Formal presentation of one person to another
5. Polite ways of social behavior
6. Manners established by convention as acceptable or required in social situations.

```

E A B B K E F O F I F Z G A Y
H T Z O I N B J A N K T L C M
D N I O E P M L F T Q I R G K
J S H Q T I U J V R W P X Y K
L I Z A U M H B C O N P D E O
P F Q P G E R H B D I I S F T
U K V L C J T M N U O N P V A
B S C W K X D T E C F G A U H
R Z I A F E J K E T L B E M N
C K I N V I T A T I O N O D P
Q E C F R P B S G O G A T U H
I J V K W S R E N N A M X E C

```

SPECIAL OCCASIONS
SECTION F UNIT IV
OBJECTIVE #2
GAME

CORNER GAME

Opposite corners of the classroom are labeled as "Host and the other as "Guest." The teacher or leader describes a responsibility of either the guest or the host and the students go to the corresponding corner. Listed below are the responsibilities of both the guest and the host.

HOST

1. Plan part around an idea or a central theme

Examples: Halloween, reunion, going-away

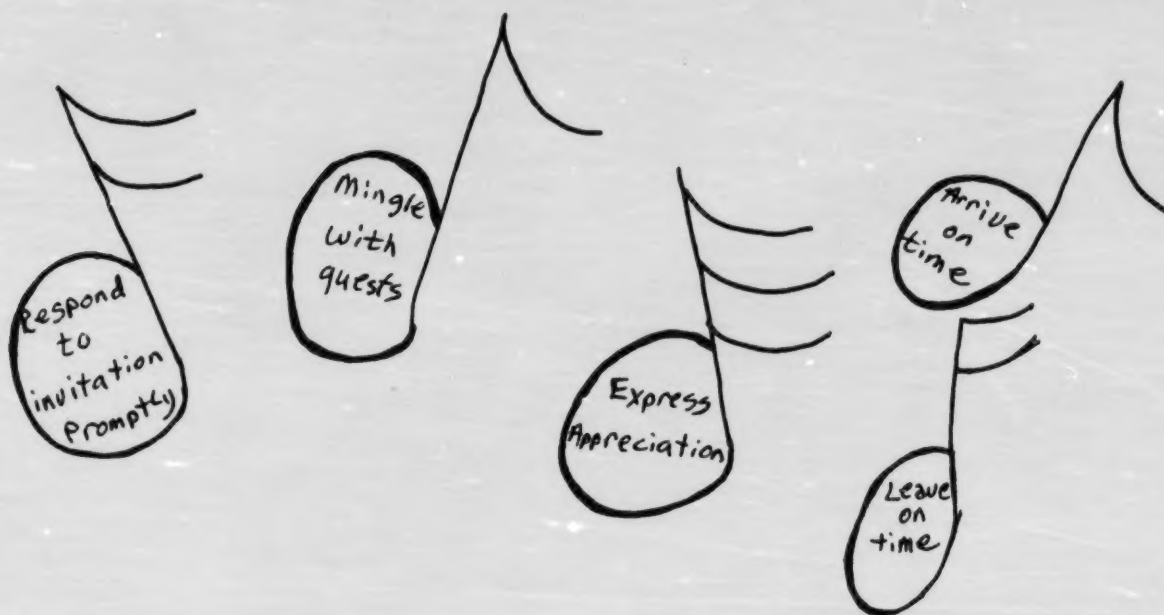
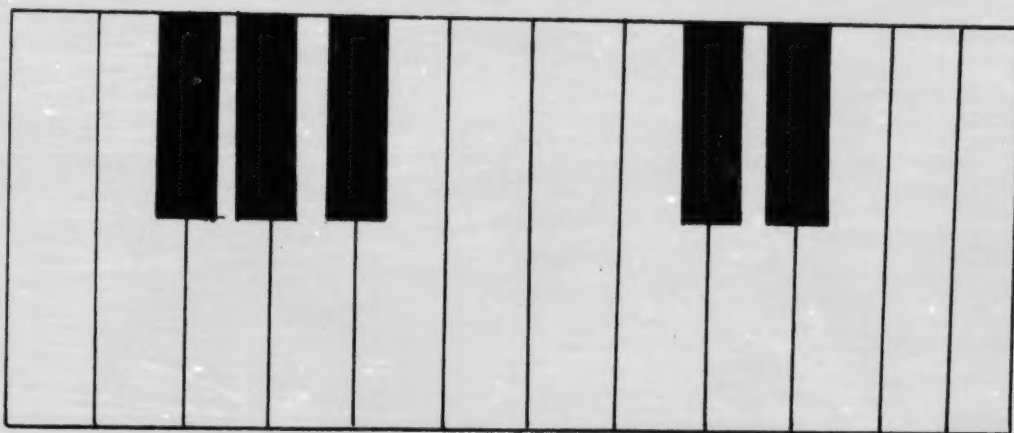
2. Decide on the guest list
3. Plan food to be served
4. Plan entertainment
5. Get everything ready
6. Mingle with guests

GUEST

1. Respond to invitation
2. Mingle with guests
3. Arrive and leave on time
4. Express appreciation for invitation

SPECIAL OCCASIONS
SECTION F UNIT IV
OBJECTIVE #2
TRANSPARENCY/BULLETIN BOARD

Don't be off Key as a
GUEST



SPECIAL OCCASIONS
SECTION F UNIT IV
OBJECTIVE #5
TRANSPARENCY/BULLETIN BOARD



SPECIAL OCCASIONS
SECTION F UNIT IV
OBJECTIVE #11
WORD SEARCH

In the word search below, see if you can find the special occasions that one might like to plan for a party. Circle each occasion. The occasions are listed below to help you keep track of the one you have found.

```

L E N N M O M Y S I L I N C O L N W E R P Y
F A O O M E Z C T H A N K S G I V I N G A L
O X B M I M O O P D D D S L V V C O I I S O
U H E O V U M O A W W E S U B M U L O C S P
R L A Y R I I M T Q J P O I L B E R R H O V
T A A L O D E R R I M E E V W O M E R R V N
H E E L L O A M I V R N W E V I L T O I E O
O L L Y B O O Y C O O D E M M O L V X S R T
F E A R W O W I K X I E A S T E R E M T O G
J U L O O E X E S V B N A T S E R R L M E N
U N E V A R N E E N O C P A R M I V I A L I
L M I Y T A L Y X N N E B U M Y O W X S A H
Y V A L E N T I N E S D A Y B U L T P V I S
X C D E R B A I W M R A P R I L F O O L A A
I M E M O R I A L D A Y E L T I P P E N T W

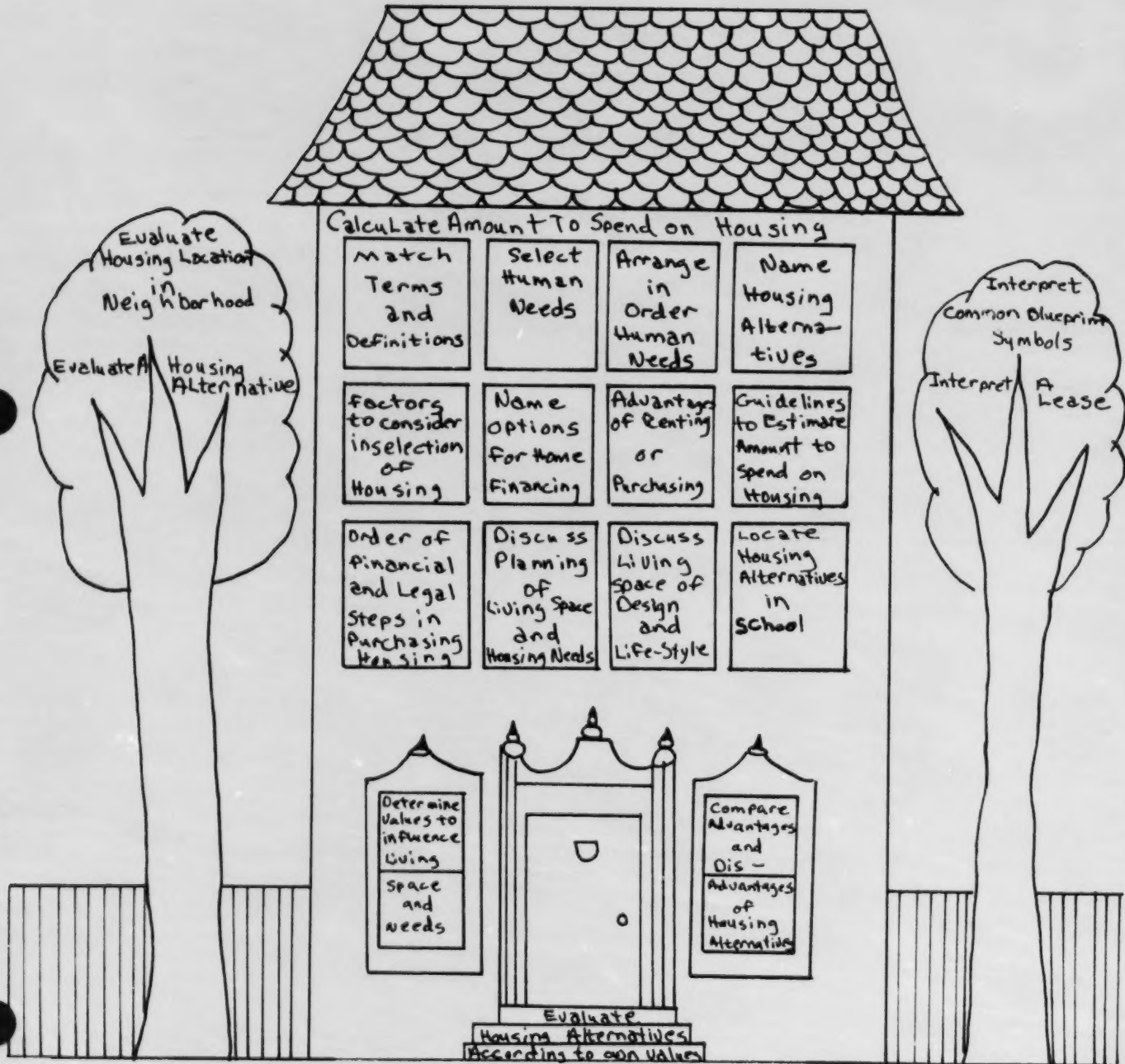
```

April Fool
Christmas
Columbus Day
Easter
Fourth of July
Halloween
Independence Day

Passover

Labor Day
Lincoln
Memorial Day
New Year
St. Patricks
Valentines Day
Washington

HOUSING SELECTION
SECTION G UNIT I
OBJECTIVE #1-20
TRANSPARENCY MASTER



HOUSING SELECTION
SECTION G UNIT I
OBJECTIVE #1
WORD HUNT

See if you can circle 16 of the terms associated with housing selection in the word hunt below. The words are spelled backward and forward, from top to bottom, and diagonally. Please see the word list on the following page.

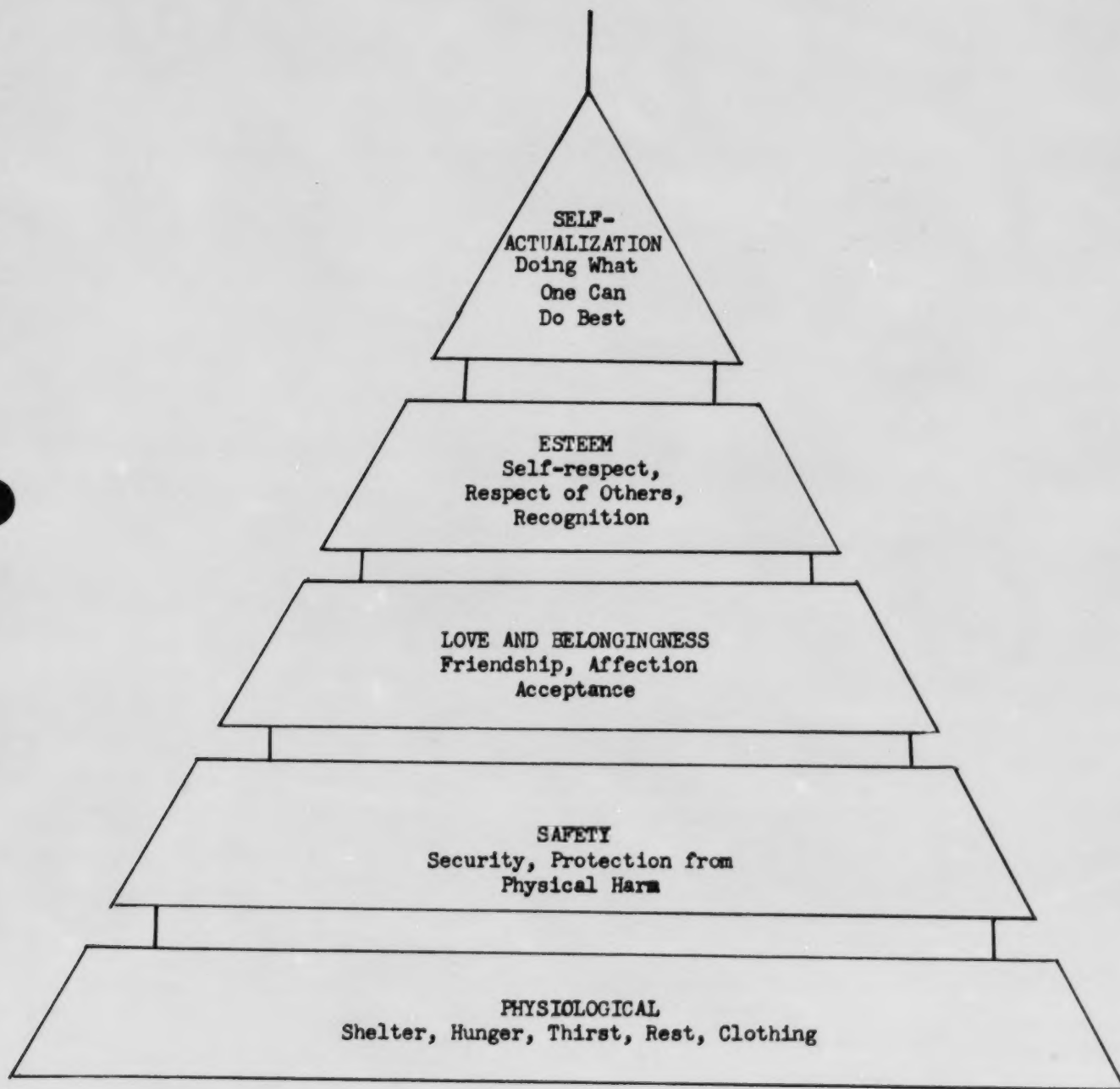
S B E Q T R N O L T D E X M K L D J E T S A E N
S E N C E O F P L A C E A R D V T Q R B L N O O
T N B S H K J C P Q Z W X T E D V S R G R L N I
A D H E N I O S Q U A T I L E S P U X U S T U T
P W O A H Y S T E N M Q S O X Z R S V E E Q X A
L H D Q O R Z Q R C Z I N I R O M U N R N L G L
K A K H U T O R F E T W I T V E B A C Z S T T U
R U H B S F R E L W N G D I W S L S L R E M O M
Y C A V I R P R O E U V A S X C E L K N O T Q I
E S I T N O W T O Y Z X C B I R G H M R F P S T
M F N L G P A X R A E T S F P O K J T Q P R Y S
X O A W A S K Z P G D H F U M W L G C H L S T L
B D B Y L G V C L U I A J F E N A O Q K A J I A
V A X C T T E S A U R B P G I G E L Y Z C D K C
W B L U E P R I N T R C H Q E O T I T L E M F I
D C V M R U N F T B K J H O U S I N G E S O R G
B I W H N D A C L X E G F A P Q Y R P H Z S Q O
N O T M A B Y L X K Z P H Y S I O L O G I C A L
C A B S T R A C T H D J E W G E F I S V H K M O
U V G N I N O Z T S F W B G P R O Q J S O N L H
M E E G V L X D K T A O C N Y Q Z F P I J R S C
T S D B E A R N E S T M O N E Y P H F A O T U Y
C I L G S N M A F I S K R E A Q J L M E I G H S
B N E F P G O C D N I J W X Y Z K L H E R V M P

HOUSING SELECTION
SECTION G UNIT I
OBJECTIVE #1
WORD HUNT

WORD LIST

1. Housing
2. Sense of place
3. Privacy
4. Psychological stimulation
5. Physiological
6. Housing alternatives
7. Zoning
8. Traffic lanes
9. Blueprint
10. Floor plan
11. Purchase offer
12. Earnest money
13. Escrow
14. Title
15. Abstract
16. Mortgage

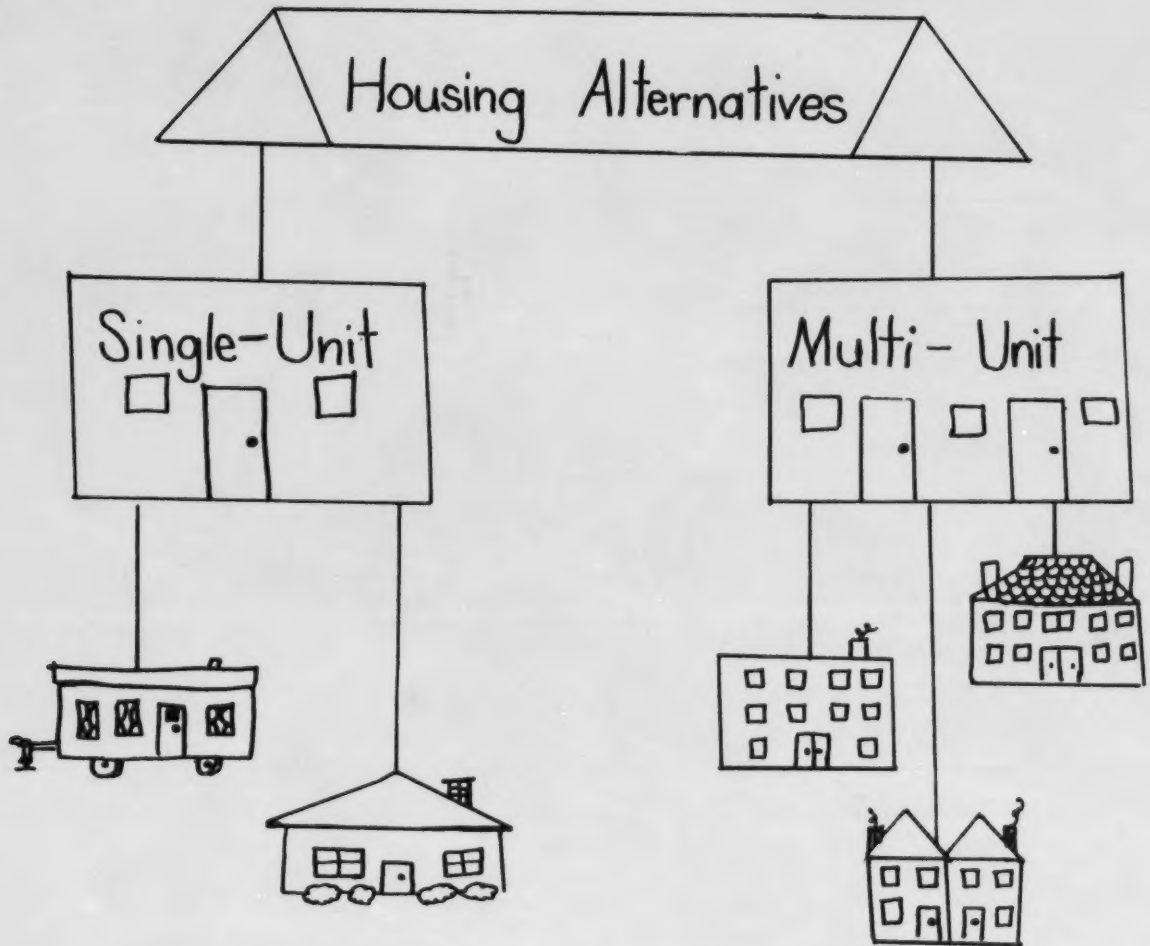
HOUSING SELECTION
SECTION G UNIT I
OBJECTIVE #3
MOBILE



Mobile is made 3-dimensional!

Adapted from Maslow's hierarchy of needs

HOUSING SELECTION
SECTION G UNIT I
OBJECTIVE #4
MOBILE



*Hanging from single unit housing alternatives should be pictures glued to construction paper of the following types of single unit housing:

- | | |
|-----------------------|--------------------------|
| 1. Development | 5. Prefabricated Housing |
| 2. Detached House | 6. Older or "Preowned" |
| 3. Custom-Built House | 7. Vacation |
| 4. Mobile Home | |

*Hanging from multi-unit housing alternatives should be pictures glued to construction paper of the following types of single unit housing:

- | | |
|-------------------------------|-------------------------|
| 1. Cooperative | 6. Townhouse (Rowhouse) |
| 2. Condominium | 7. Vacation |
| 3. Apartment House | 8. Rented Room |
| 4. Duplex | 9. Institutional |
| 5. Hi-Rise Apartment Building | |

HOUSING SELECTION
SECTION G UNIT I
OBJECTIVE #4
WORD SCRAMBLE

Unscramble the single and multi-unit housing alternatives



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____



HOUSING SELECTION
SECTION G UNIT I
INTRODUCTION OF OBJECTIVE #4
BULLETIN BOARD



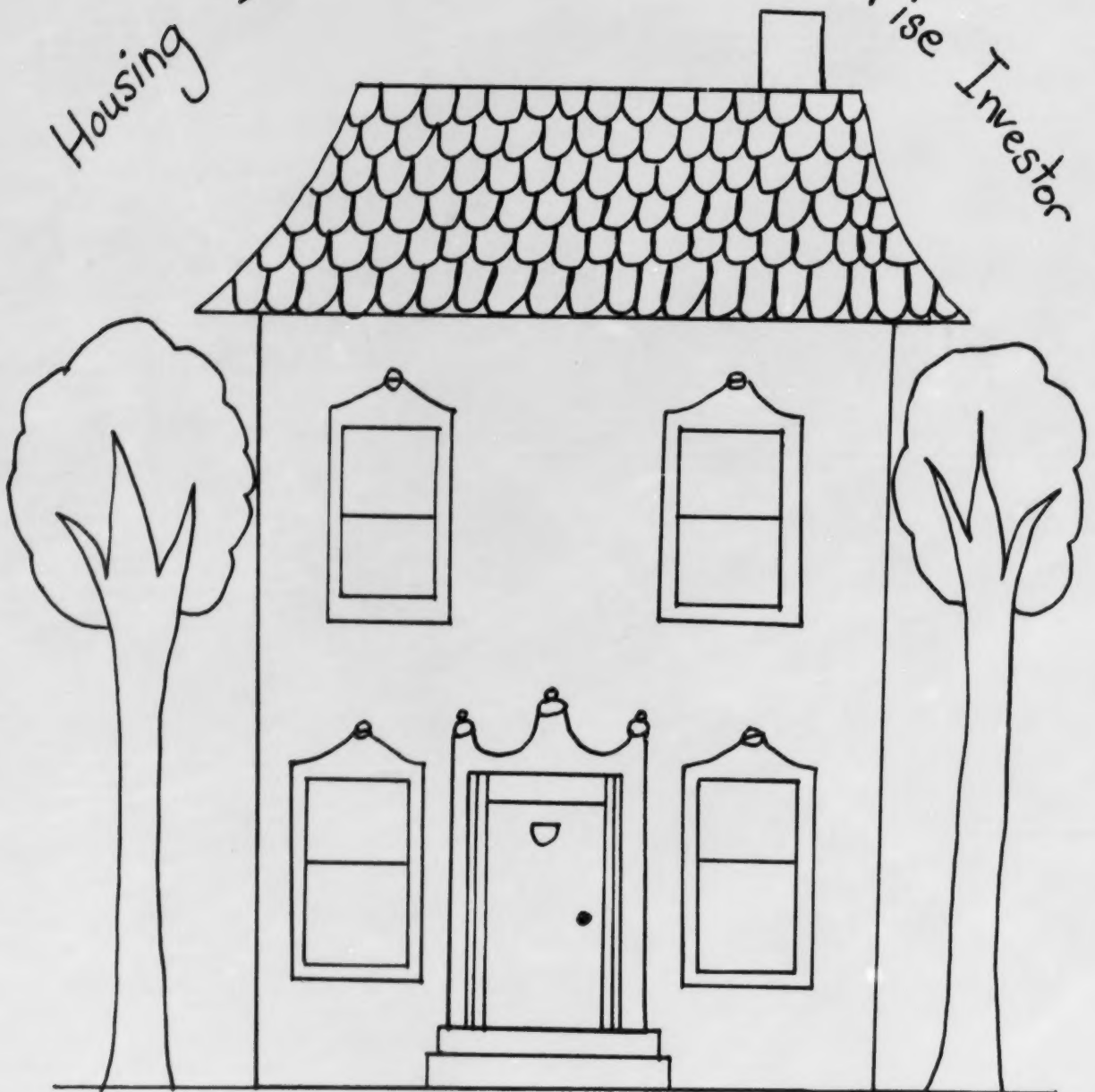
WHERE WILL YOU
HANG YOUR



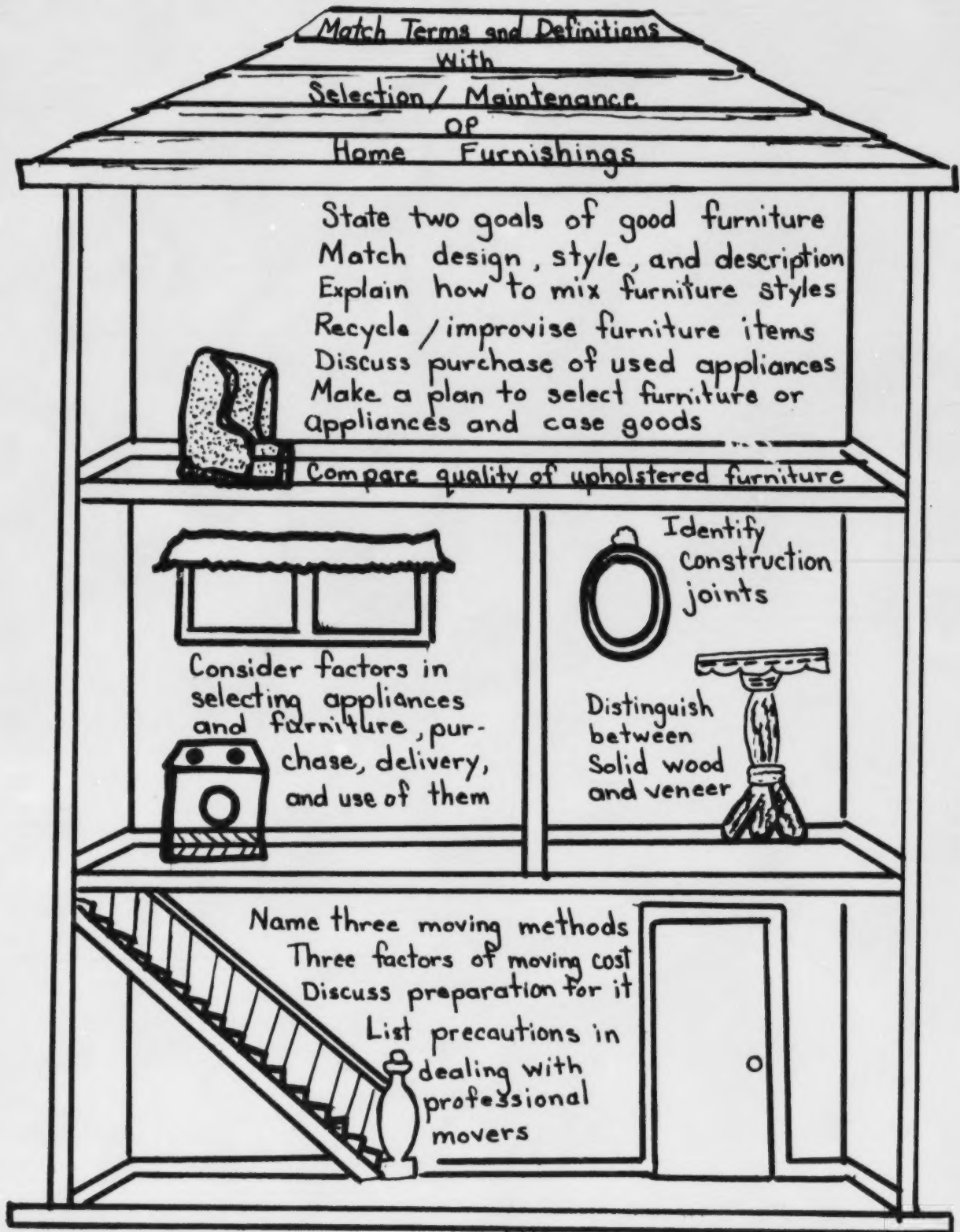
Apartment - Mobile Home - Duplex - House

HOUSING SELECTION
SECTION G UNIT I
OBJECTIVE #9
TRANSPARENCY MASTER

Housing Investments Requires A Wise Investor



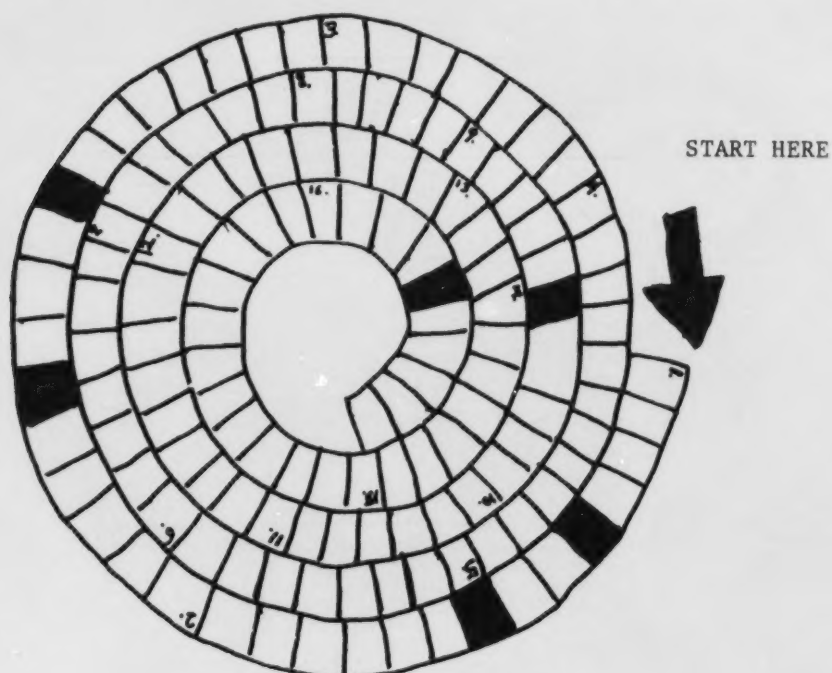
SELECTION/MAINTENANCE OF HOME FURNISHINGS
SECTION G UNIT II
PRESENTATION OF OBJECTIVES
TRANSPARENCY MASTER



SELECTION/MAINTENANCE OF HOME FURNISHINGS
 SECTION G UNIT II
 OBJECTIVE #1
 SPIRAL PUZZLE

Definitions

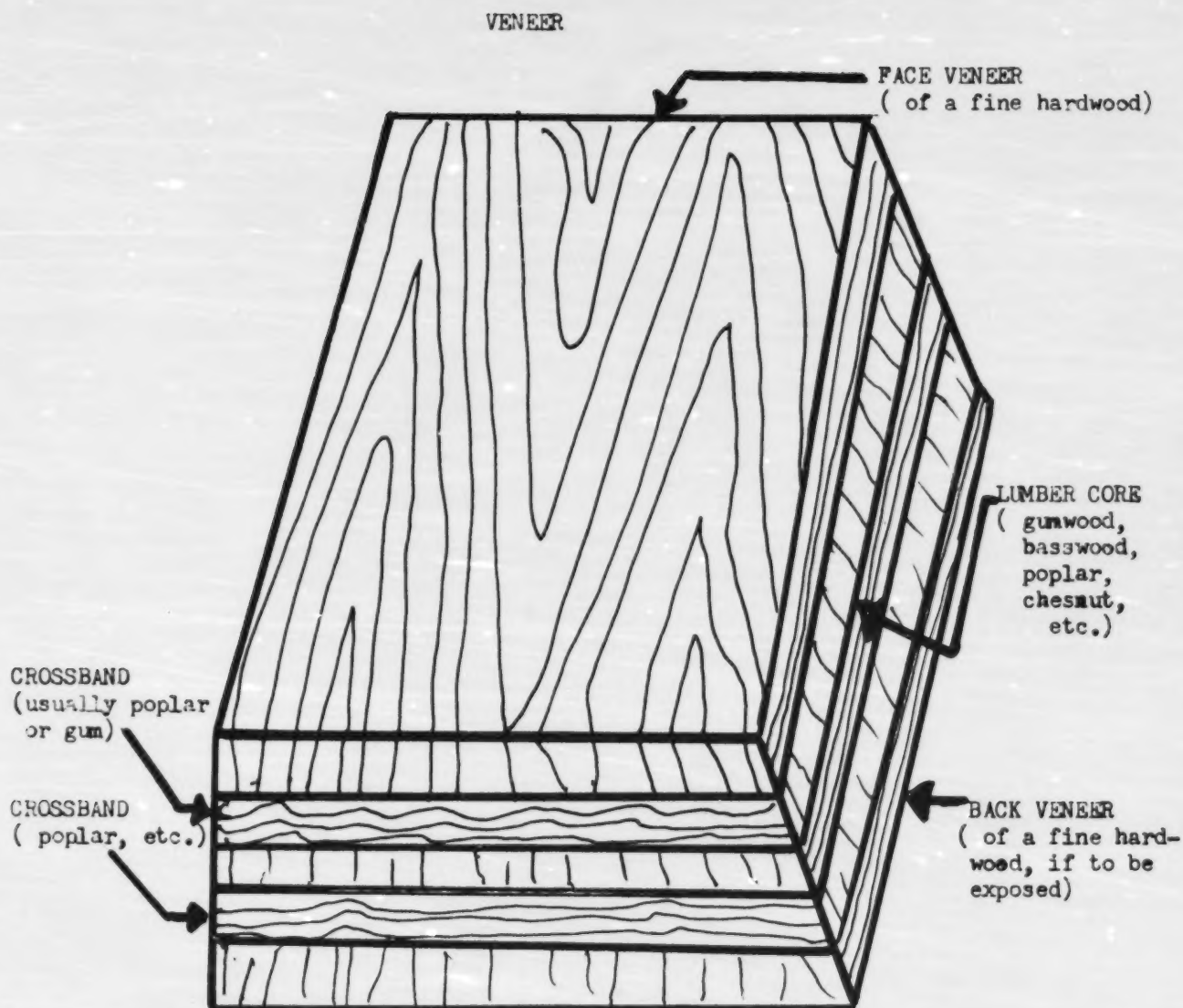
In becoming aware of how to care for, obtain and move household items, it is necessary to add a few words and their meanings to our vocabulary. Study the clues below and insert the proper term in the appropriate spaces provided in the spiral.



1. Contract between carrier and shipper for all services and charges; serves as shipper's receipt
2. Form used by carrier to plan the moving details
3. Person whose household goods are being moved
4. Furniture pieces that are completely covered or mostly covered with fabric with some exposed wood
5. "Educated guess" as to total weight of household goods and cost of move
6. Company providing transportation for moving of household goods

7. Furniture style that is light looking; has refined lines; smooth and polished finishes
8. Special consumer committee to help consumers who have problems with their major appliances
9. Indication of good quality in furniture when wood has been well selected and carefully dried
10. Thin layers of wood glued together under pressure with special glue over a core material
11. Furniture style that is heavy-looking, sturdy; has dull finish; sometimes antiques or "distressed"
12. Detailed descriptive list of household goods showing number and condition of each item
13. Furniture that is popular for a relatively short time
14. Action taken by consumer to remedy a complaint about a certain product or service
15. Furniture that can be used in more than one way
16. Furniture pieces made of wood, metal, and plastic

SELECTION/MAINTENANCE OF HOME FURNISHINGS
SECTION G UNIT II
OBJECTIVE #1
TRANSPARENCY MASTER



SELECTION/MAINTENANCE OF HOME FURNISHINGS
SECTION G UNIT II
OBJECTIVE #3
WORD HUNT

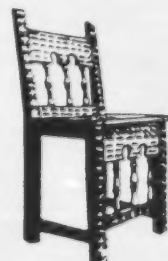
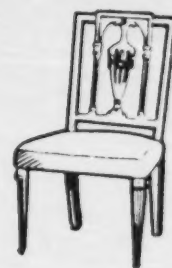
Unscramble the basic 14 furniture styles of traditional, provincial, and contemporary

Adam
Duncan Phyfe
Victorian
Spanish
Louis XV

Louis XVI
Queen Anne
French Provincial
Early American
Mediterranean

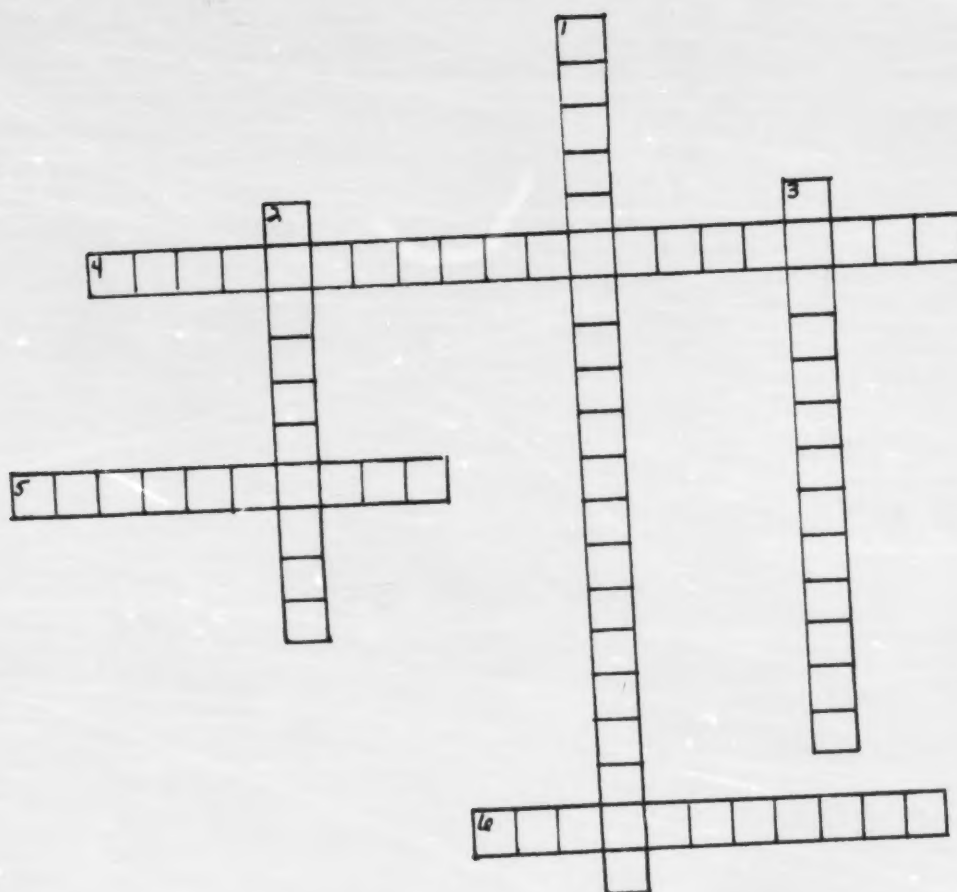
Modern
Chippendale
Hepplewhite
Sheraton

B L J E Q T R W X Y A D S R Q L F H A O
M P I T F C A S R P B U G D M A C X Q W
T W E V I C T O R I A N O O D S A V X K
L D G H T R I S A Z C C K L P Y U J N I
T N C V B F W Q S C Y A O P T R E D S E
L Z X C S R M H I B V N P O I J U G H R
S E L D F E J E T O P P W R T G C X O W
L A O G F N K P D S W H H S I N A P S E
C B U W Q C J P D I E Y S E Y I N B V A
O M I F D H E L S I T F Q M N B E A D R
R K S G B P E E O T D E W T B C V S A L
F A X B M R D W T U E A R I L O P J B Y
S I V B U O R H W E I G H R O P M M R A
X U I S X V L I D F G S C V A Y I N T M
H J K L O I E T H J F D X Y A N T R S E
T E N N A N E E U Q G T I V A S E I P R
U J K L F C H I P P E N D A L E I A Y I
X C V B N I N M R T Y O P O R T J V N C
B S H E R A T O N N O A L M W Z X A O A
M A D A O L C V M O D E R N P K E A U N



SELECTION/MAINTENANCE OF HOME FURNISHINGS
SECTION G UNIT II
OBJECTIVE #7
CROSSWORD PUZZLE

Use the 6 basic construction joints of furniture to answer the following crossword puzzle



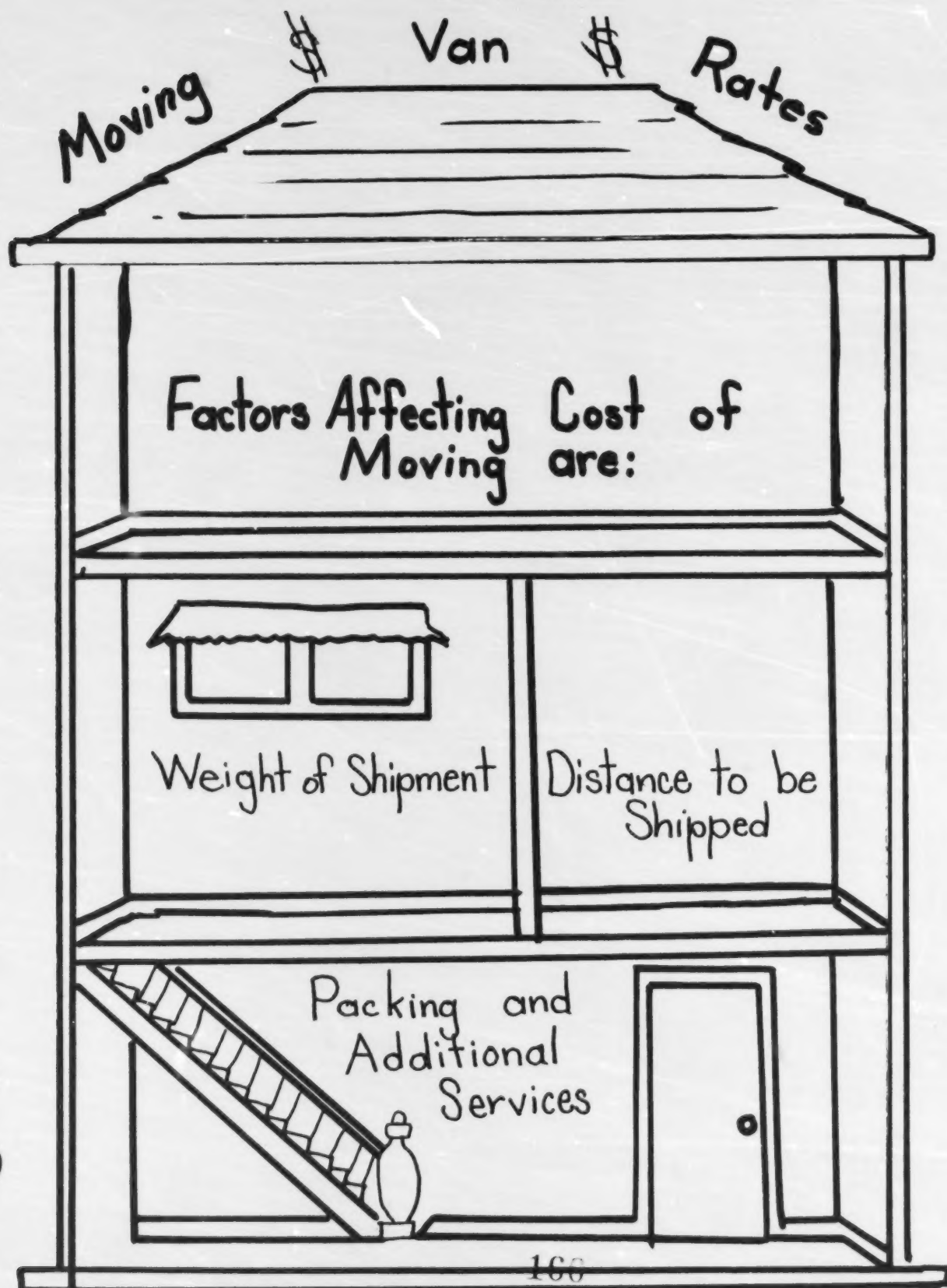
Across

4. Used to join a vertical and horizontal piece
5. Formed when a dowel on one piece is glued into predrilled hole of a second piece
6. Used to give extra bracing to the legs and corners of a frame

DOWN

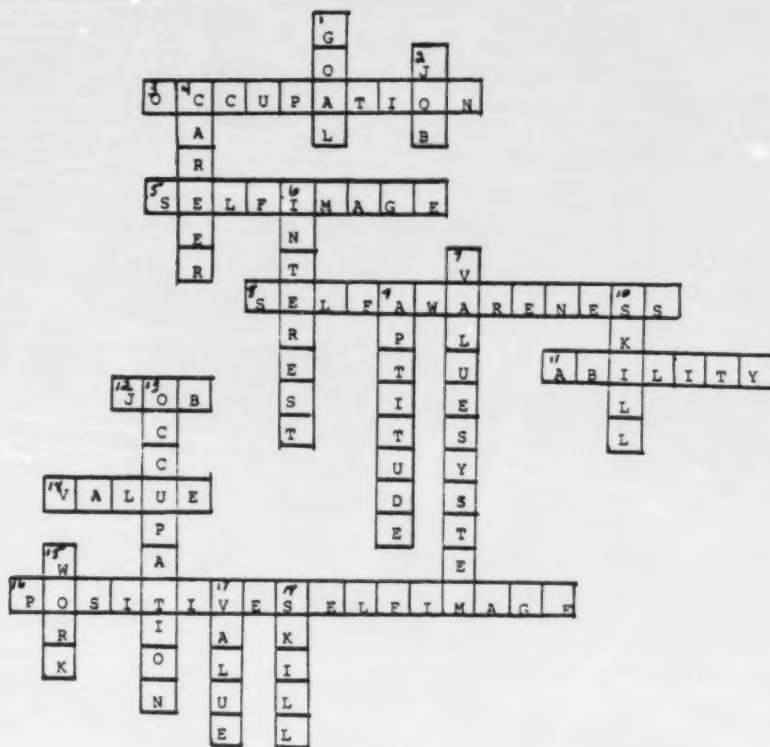
1. Formed by a tongue of a second piece
2. Formed by two pieces cut diagonally at 45-degree angles to form a right angle when fitted together
3. Formed by two pieces of wood that are notched, glued, and interlocked

SELECTION/MAINTENANCE OF HOME FURNISHINGS
SECTION G UNIT II
OBJECTIVE #12
BULLETIN BOARD





Family Living Supplement Key



SECURING A JOB
SECTION A UNIT II
OBJECTIVE #1
TELEPHONE CODE

H 1. $\frac{I}{4} \frac{N}{6} \frac{T}{8} \frac{E}{3} \frac{R}{7} \frac{V}{8} \frac{I}{4} \frac{E}{3} \frac{W}{9}$

F 2. $\frac{R}{7} \frac{E}{3} \frac{S}{7} \frac{U}{8} \frac{M}{6} \frac{E'}{3}$

A 3. $\frac{B}{2} \frac{L}{5} \frac{I}{4} \frac{N}{6} \frac{D}{3} \frac{A}{2} \frac{D}{3}$

G 4. $\frac{H}{4} \frac{E}{3} \frac{L}{5} \frac{P}{7} - \frac{W}{9} \frac{A}{2} \frac{N}{6} \frac{T}{8} \frac{E}{3} \frac{D}{3} \frac{A}{2} \frac{D}{3}$

B 5. $\frac{E}{3} \frac{M}{6} \frac{P}{7} \frac{L}{5} \frac{O}{6} \frac{Y}{9} \frac{M}{6} \frac{E}{3} \frac{N}{6} \frac{T}{8} - \frac{W}{9} \frac{A}{2} \frac{N}{6} \frac{T}{8} \frac{E}{3} \frac{D}{3} \frac{A}{2} \frac{D}{3}$

D 6. $\frac{E}{3} \frac{M}{6} \frac{P}{7} \frac{L}{5} \frac{O}{6} \frac{Y}{9} \frac{M}{6} \frac{E}{3} \frac{N}{6} \frac{T}{8} \frac{A}{2} \frac{G}{4} \frac{E}{3} \frac{N}{6} \frac{C}{2} \frac{I}{9}$

J 7. $\frac{U}{8} \frac{N}{6} \frac{I}{4} \frac{O}{6} \frac{N}{6}$

I 8. $\frac{A}{2} \frac{P}{7} \frac{P}{7} \frac{R}{7} \frac{E}{3} \frac{N}{6} \frac{T}{8} \frac{I}{4} \frac{C}{2} \frac{E}{3} \frac{S}{7} \frac{H}{4} \frac{I}{4} \frac{P}{7}$

E 9. $\frac{U}{8} \frac{N}{6} \frac{I}{4} \frac{O}{6} \frac{N}{6} \frac{H}{4} \frac{A}{2} \frac{L}{5} \frac{L}{5}$

C 10. $\frac{A}{2} \frac{P}{7} \frac{P}{7} \frac{L}{5} \frac{I}{4} \frac{C}{2} \frac{A}{2} \frac{T}{8} \frac{I}{4} \frac{O}{6} \frac{N}{6} \frac{F}{3} \frac{O}{6} \frac{R}{7} \frac{M}{6}$

CAREER SUCCESS
SECTION A UNIT III
OBJECTIVE #1
WORD SCRAMBLE

- | | |
|---------------------------|---|
| 1. Learning Attitude | <u>2</u> A. Way which one acts and feels about people, things, and ideas |
| 2. Attitude | <u>4</u> B. What you know about the job itself |
| 3. Work Ethic | <u>9</u> C. Sharing of a message or an idea which results in a high amount of understanding between the sender and the receiver of the message |
| 4. Technical Knowledge | <u>5</u> D. Continuous process of getting along with people |
| 5. Human Relations | <u>3</u> E. Traditional belief that Americans owe it to their country (and God) to work; asserts that it is morally wrong not to work |
| 6. Office Character | <u>10</u> F. Emerging concept that individuals owe it to themselves rather than to society to work; asserts that there is human dignity to be found in work |
| 7. Job Enrichment Program | <u>6</u> G. Worker known/recognized for certain traits |
| 8. Habit | <u>7</u> H. Opportunities designed to upgrade a worker's technical and/or people knowledge |
| 9. Communication | <u>8</u> I. Action that is acquired and has become automatic |
| 10. Work Value | <u>1</u> J. Ongoing alertness for any departure from your present knowledge or training |

CAREER SUCCESS
SECTION A UNIT III
OBJECTIVE #3
WORD SEARCH

C H E E R F U L O D N I K A D P L G
 O A D E R E N N A M L L E W E A O O
 U T U F E P U N C T U A L O P T R O
 R R E R S U O I V N E F S H Y E I T D
 T F R I E N D L Y T O B A D N E N C
 E U B O N S L U F H T U R T D N O O
 O L I E S A D F L G A R B R A C C M
 U H O N E S T Y Y D E E N G B E F M
 S I N C E R E H S M E A N J L E L U
 V D E M O O R G L L E W R E E L E N
 F S A D N A T U R A L L U A D P S I
 G O G E N E R O U S T U D L E F E C
 R B A R O M U H B R A V E O T U V A
 E R E S P E C T F U L A T U E L I T
 S U O I T I B M A N I C E S R E T I
 S E N T H U S I A S M I C R M A O
 I R E E G N I V I G O R F A C B I N
 V W E L L O T N A R E L O I N A T X
 E N E A T M A N N E R E A I E E I V
C O O P E R A T I V E L O V D E N R
 R L O I M A G I N A T I V E F R U T
 E L B I S N O P S Y R G O O D G N S
 P O B E D I E N T C L E A N L A A U
 M G O O D S P O R T S P O K E N G D
 E V I T N E M U G R A S O F T B T N
 T D A B D E C E I T F U L T C D U I
 G C A D J U S T A B L E X J K Y O C
D E P E N D A B I L I T Y E E P C
 G S T V Y T I L I B A T P A D A J O

MANAGING FINANCIAL RESOURCES
SECTION B UNIT I
OBJECTIVE #1, 2, 4, 7
WORD HUNT

X P K J H G F D R T M N L K J P Y T K L
 P H W O R K E R M X L Y Y E N O M P Q R
 X P K J H G F D R T M N L K J P Y T K L
 P H X R K K E A L E S T A T E X Y T K L
 X C O R P O R A T I O N B O N D S G T M
 P C I T I Z E N Y W Z D F G H A X N X A
 Q O R S T X Y B C D F G H J V J I K L
 J N H K L G T M P N Q R S L K O X W X L
 K S P E N D I N G B C D N F C G H O N B
 Q U C D B F H M N V N G A C C D J R K U
 Q M C D B F F P Y Z X B A X J F G R H S
 L E T R S T A L E N T S D R T M N O X I
 S P V Q K J H G F C B H W R K L B P N
 W X Z M P S V C F N M L R L K T K J K E
 T R T B Q H D G I N V E S T I N G P J S
 T R M L K T P V J K L N M T R D F G H S
 B P K J H G F D R T M N L K J P T K E
 C K C O T S N O I T A R O P R O C R L S
 D G O V E R N M E N T B O N D S X B C D

MANAGING FINANCIAL RESOURCES
SECTION B UNIT I
OBJECTIVE #9
CRYPTOGRAM

1. income taxes
2. excise taxes
3. property taxes
4. estate taxes
5. sales taxes
6. gift taxes

Taxes are the governments chief source of income.

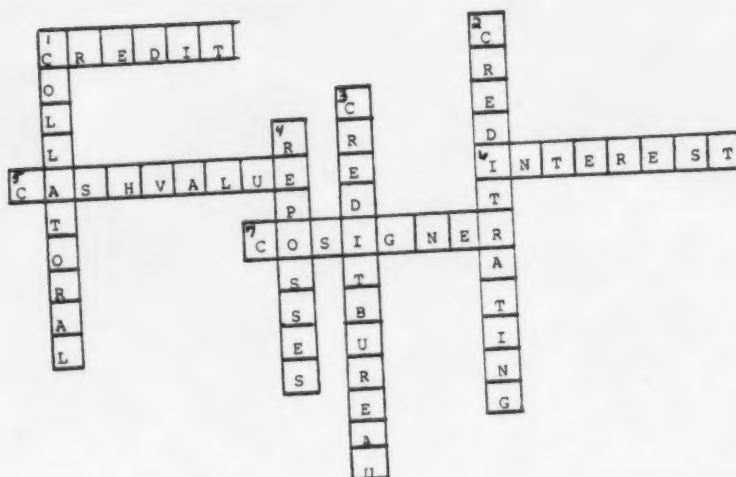
BUYING PRACTICES
SECTION B UNIT II
OBJECTIVE #9
WORD SCRAMBLE

1. deceptive pricing
2. swindle
3. contest fraud
4. bait and switch
5. misrepresentation
6. home improvement fraud
7. earn money at home fraud
8. unordered product
9. mail order fraud

USING BANKING SERVICES
SECTION B UNIT III
OBJECTIVE #1, 3
Telephone Dial

1. traveler's check
2. payee
3. checking accounts
4. government bonds
5. check register
6. safe deposit boxes
7. bank money order
8. tax advice
9. special checks
10. bank draft
11. cashier's check
12. certified check
13. loans
14. travel service
15. service charge
16. trust functions
17. endorsement
18. savings accounts

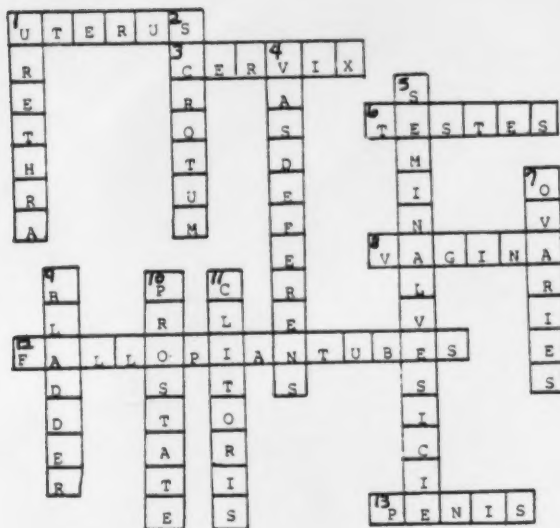
ESTABLISHING CREDIT AND OBTAINING LOANS
SECTION B UNIT IV
OBJECTIVE #1
CROSSWORD PUZZLE



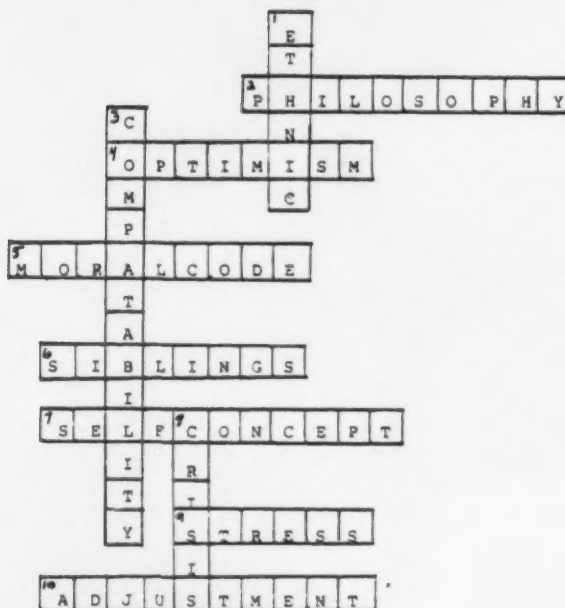
FINANCIAL SECURITY
SECTION B UNIT V
OBJECTIVE #1
WORD HUNT

B X G R S T M P N Q R B C E D N
 N P D C B R Q T R U S T P L D N
 R S O V T X M W Q Z P P X B Q X
 B X Q L R S T M P N Q R B I C D
 X N G N I N N A L P E T A T S E
 R S V W Z C X R M D N D C C Q X
 X T R Q M P S V B T X Z U W C
 A R Q N R S V E I R X R D P Q
 F N X Z M Q L X O X L P R E S T
 X L N H J M K L P D N S T Q R
 B H J O M R N S I K O P L Q V T
 C F J L I D G W M H N E P K Q S
 F N W Z Q T X M U I M E P B C
 G B X G R S N D C B R Q X S T

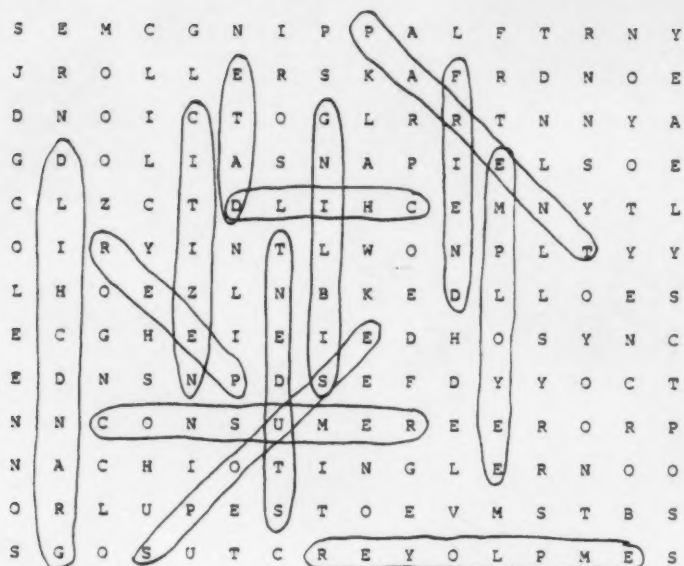
PERSONAL DEVELOPMENT
SECTION C UNIT I
OBJECTIVE #6
CROSSWORD PUZZLE



PERSONAL RELATIONSHIPS
SECTION C UNIT II
OBJECTIVE #1
CROSSWORD PUZZLE



PERSONAL RELATIONSHIPS
SECTION C UNIT II
OBJECTIVE #2
WORD SEARCH



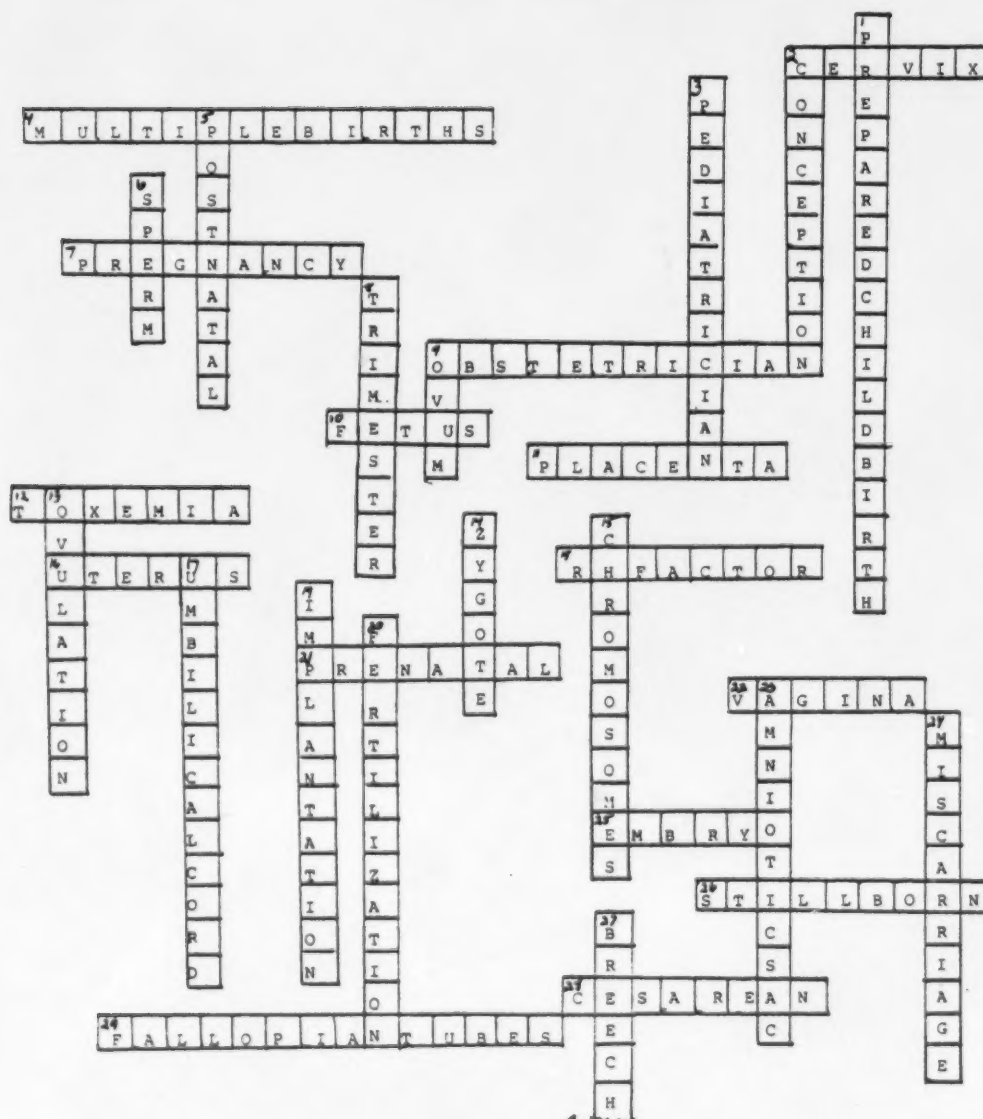
LIFE-STYLES
SECTION D UNIT I
OBJECTIVE #1
SPIRAL PUZZLE



LIFE-STYLES
SECTION D UNIT I
OBJECTIVE #5
"ABCD"

- | | | |
|--------------------------------|---------------------------------------|---------------------------------------|
| 1. <u>A</u> Rhythm | 6. <u>C</u> Tubal ligation | 10. <u>A</u> Chemical barrier |
| 2. <u>B</u> Oral contraceptive | 7. <u>D</u> Makeshift condom | 11. <u>B</u> Diaphragm |
| 3. <u>A</u> Abstinence | 8. <u>D</u> Douching | 12. <u>D</u> Feminine hygiene product |
| 4. <u>C</u> Vasectomy | 9. <u>B</u> IUD (intrauterine device) | 13. <u>A</u> Condom |
| 5. <u>D</u> Withdrawal | | |

PREGNANCY AND CHILDBIRTH
SECTION D UNIT II
OBJECTIVE #1
CROSSWORD PUZZLE



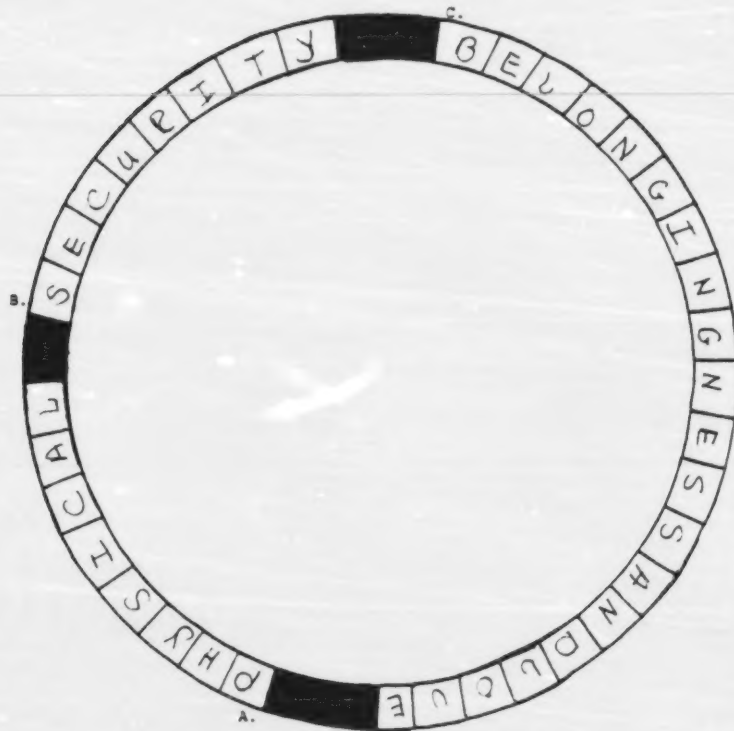
S L X S T B A Y M M W D F P J R Z R
P G Z R J P B F D A M Y N E I D B B
J A R Z H L N Z T T I U E A S E S B
L J P D S M O L J E T H L X S S T L
L Y U S G U R D P R S X R P M R J O
O X B T S X M L I N Y M C W O D F O
I B A Y M C A T D A P J R T K Z H D
V N Z R J P I B F L W M C Y I T E I
W Y F B Z O T L X E B A T C N I D N
L H A E N P I B F M F W M Y G T B C
Q T W Z C C E T B O D E H F J T C O
R B D Q R T S L R T D P T V W B L M
T E S A E S I D L I E R E N E V X P
C E J B H Z N O T O X S B T C H D A
X R D B T I C M U N L O H O C L A T
M U M Y O B H T J S E D H B T C N A
J S S Y M L R X G J D B G H T W Z B
H O Y M E C O W D X R I Y S F J P I
G P E T H B M H B D E F S T B Z R L
F X Z W T T O H X G B X Y E A G L I
O E B T F Y S M W D F B P J A Z G T
E Y X S O T O B A Y M C W D F S J V
T A I B E X M M C W D F P J S Z E F
H R B I G H E E K F Q V R A L N U S
F X R V A Q S L Q Z I P Q J A E L D

PREGNANCY AND CHILDBIRTH
SECTION D UNIT II
OBJECTIVE #8

- | | |
|---|---|
| <u> </u> 1. Puffy feet | <u> X </u> 11. Sudden escape of fluid from vagina |
| <u> </u> 2. Varicose veins | <u> X </u> 12. Exposure to contagious disease |
| <u> </u> 3. Vaginal discharge | <u> X </u> 13. Vaginal bleeding |
| <u> X </u> 4. Severe, continuous headache | <u> </u> 14. Heartburn |
| <u> X </u> 5. Swelling of face/fingers | <u> </u> 15. Itching |
| <u> </u> 6. Leg cramps | <u> X </u> 16. Dimness/blurring of vision |
| <u> </u> 7. Constipation | <u> </u> 17. Morning Sickness |
| <u> X </u> 8. Chills/fever | <u> </u> 18. Flatulence (gas in the stomach or intestines) |
| <u> </u> 9. Hemorrhoids | <u> X </u> 19. Persistent vomiting |
| <u> X </u> 10. Abdominal pain | <u> X </u> 20. Painful urination |

INFANT CARE
SECTION D UNIT III
OBJECTIVE #7
CIRCLE PUZZLE

168



PARENT-CHILD RELATIONSHIPS
SECTION D UNIT IV
OBJECTIVE #1
TELEPHONE CODE

1. $\frac{I}{4} \frac{M}{6} \frac{M}{6} \frac{U}{8} \frac{N}{6} \frac{I}{4} \frac{Z}{0} \frac{A}{2} \frac{T}{8} \frac{I}{4} \frac{O}{6} \frac{N}{6}$
2. $\frac{M}{6} \frac{O}{6} \frac{D}{3} \frac{E}{3} \frac{L}{5} \frac{S}{7}$
3. $\frac{C}{2} \frac{O}{6} \frac{N}{6} \frac{S}{7} \frac{C}{2} \frac{I}{4} \frac{F}{3} \frac{N}{6} \frac{C}{2} \frac{E}{3}$
4. $\frac{C}{2} \frac{H}{4} \frac{I}{4} \frac{L}{5} \frac{D}{3} \frac{P}{7} \frac{R}{7} \frac{O}{6} \frac{O}{6} \frac{F}{3} \frac{I}{4} \frac{N}{6} \frac{G}{4}$
5. $\frac{D}{3} \frac{E}{3} \frac{V}{8} \frac{E}{3} \frac{L}{5} \frac{O}{6} \frac{P}{7} \frac{M}{6} \frac{E}{3} \frac{N}{6} \frac{T}{8} \frac{A}{2} \frac{L}{5} \frac{T}{8} \frac{A}{2} \frac{S}{7} \frac{K}{5} \frac{S}{7}$
6. $\frac{S}{7} \frac{E}{3} \frac{L}{5} \frac{F}{3} \frac{C}{2} \frac{O}{6} \frac{N}{6} \frac{C}{2} \frac{E}{3} \frac{P}{7} \frac{T}{8}$
7. $\frac{I}{4} \frac{N}{6} \frac{C}{2} \frac{I}{4} \frac{D}{3} \frac{E}{3} \frac{N}{6} \frac{T}{8} \frac{A}{2} \frac{L}{5} \frac{L}{5} \frac{E}{3} \frac{A}{2} \frac{R}{7} \frac{N}{6} \frac{I}{4} \frac{N}{6} \frac{G}{4}$
8. $\frac{A}{2} \frac{C}{2} \frac{T}{8} \frac{I}{4} \frac{V}{8} \frac{E}{3} \frac{L}{5} \frac{I}{4} \frac{S}{7} \frac{T}{8} \frac{E}{3} \frac{N}{6} \frac{I}{4} \frac{N}{6} \frac{G}{4}$
9. $\frac{I}{4} \frac{M}{6} \frac{I}{4} \frac{T}{8} \frac{A}{2} \frac{T}{8} \frac{I}{4} \frac{O}{6} \frac{N}{6}$
10. $\frac{C}{2} \frac{O}{6} \frac{N}{6} \frac{F}{3} \frac{L}{5} \frac{I}{4} \frac{C}{2} \frac{T}{8} \frac{I}{4} \frac{N}{6} \frac{G}{4} \frac{M}{6} \frac{F}{3} \frac{S}{7} \frac{S}{7} \frac{A}{2} \frac{G}{4} \frac{F}{3} \frac{S}{7}$
11. $\frac{P}{7} \frac{U}{8} \frac{T}{8} \frac{D}{3} \frac{O}{6} \frac{W}{9} \frac{N}{6} \frac{M}{6} \frac{E}{3} \frac{S}{7} \frac{S}{7} \frac{A}{2} \frac{G}{4} \frac{E}{3} \frac{S}{7}$

PARENT-CHILD RELATIONSHIPS
SECTION D UNIT IV
OBJECTIVE #2
WORD HUNT

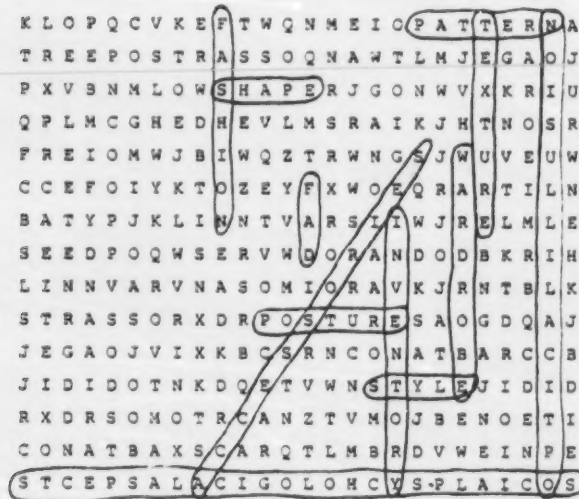
A C D L V E S S U S T E P I J
 Z C A O N T M O N R A B F G H
 X W S V R D B A C A M I T S
 B C Q E U T Y S E C U R I T Y
 N S R U L W T O P X Y Z T N O
 M E G P M E N A C C E P T A N
 I O V Y W X E X Z Z G H I J K
 F L I M I T S S X M N O P Z U
 R W T I E N R Q T V W I E C T
 E A C C E P T A N E R U C C H
 E S A C C E P T A N E R R C D
 D D T I T S A C D J K M O P Q
 O J A C C E P T A N C E M N A
 M K J N G H I U N T Q O D R K

PARENT-CHILD RELATIONSHIPS
SECTION D UNIT IV
OBJECTIVE #3
WORKSHEET

- M 1. Build a wholesome self-concept
- E 2. Learn right from wrong
- M 3. Acquire varied skills for playing games
- M 4. Develop a conscience
- E 5. Learn sex differences and modesty
- M 6. Develop skills of communication
- E 7. Form concepts of reality
- M 8. Learn to get along with peers
- E 9. Achieve independence in self care

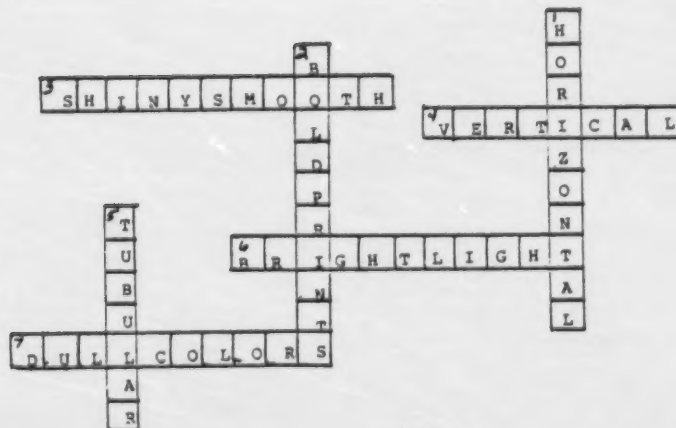
CLOTHING SELECTION
SECTION E UNIT I
OBJECTIVE #1
WORD HUNT

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1. Article of clothing that is usually very noticeable; is popular with particular group; lasts a short time Fad
2. All clothing items owned by a person wardrobe
3. Popular styles Fashion
4. Silhouette or outline of garment Shape
5. Surface quality of a fabric Texture
6. Fabric quality that is seen, not felt Pattern
7. Clothing with good basic design and lasting qualities Style
8. Clothing items worn in addition to basic garments Accessories
9. Way you stand, walk, or sit Posture
10. List of items Inventory
11. Art of making something appear different from the way it actually is Optical Illusion
12. Ideas, thoughts, and values influenced by society, culture, peers, family, and our own minds, determine our actions Social-Psychological Aspects

CLOTHING SELECTION
SECTION E UNIT I
OBJECTIVE #5
CROSSWORD PUZZLE

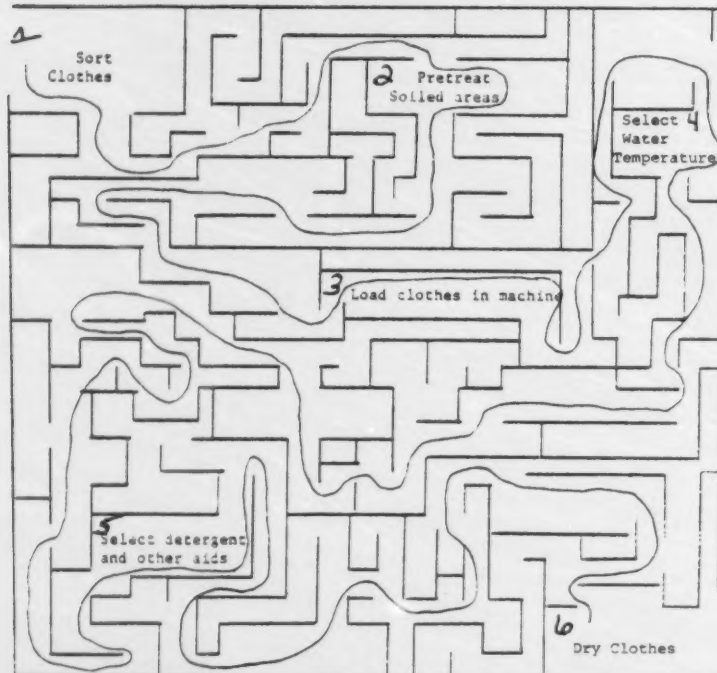


CLOTHING CARE
SECTION E UNIT II
OBJECTIVE #1
CRYPTOGRAM

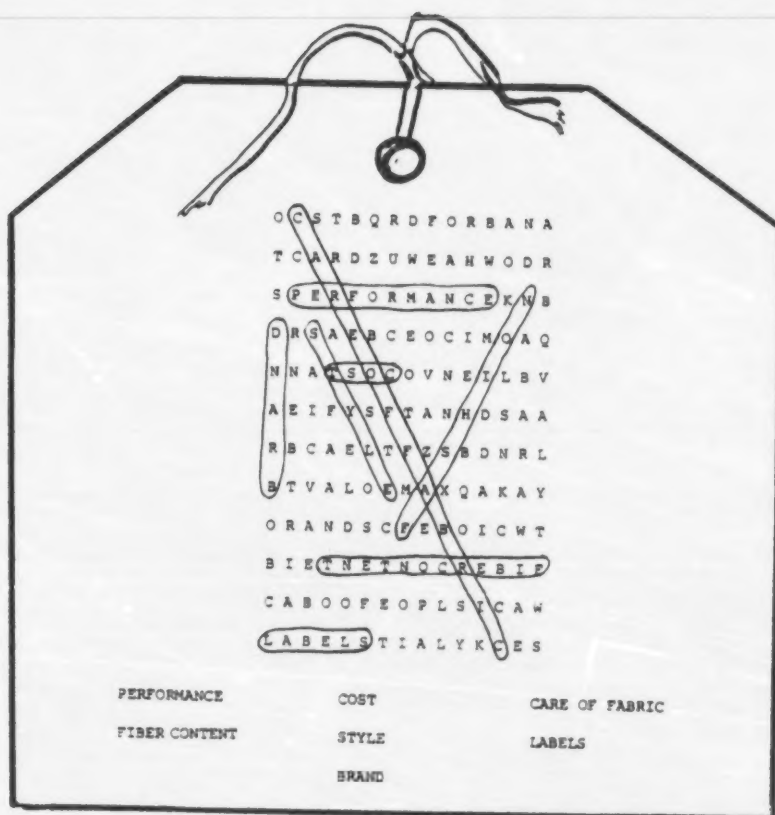
171

1. $\frac{C}{22}$ $\frac{O}{6}$ $\frac{L}{9}$ $\frac{O}{6}$ $\frac{R}{2}$ $\frac{F}{21}$ $\frac{A}{10}$ $\frac{S}{12}$ $\frac{T}{17}$
2. $\frac{N}{18}$ $\frac{O}{6}$ $\frac{N}{18}$ $\frac{C}{22}$ $\frac{O}{6}$ $\frac{L}{9}$ $\frac{O}{6}$ $\frac{R}{2}$ $\frac{F}{21}$ $\frac{A}{10}$ $\frac{S}{12}$ $\frac{T}{17}$
3. $\frac{P}{11}$ $\frac{R}{2}$ $\frac{E}{24}$ $\frac{T}{17}$ $\frac{R}{2}$ $\frac{E}{24}$ $\frac{A}{10}$ $\frac{T}{17}$ $\frac{I}{26}$ $\frac{N}{18}$ $\frac{G}{16}$
4. $\frac{S}{12}$ $\frac{V}{15}$ $\frac{N}{18}$ $\frac{T}{17}$ $\frac{H}{5}$ $\frac{E}{24}$ $\frac{T}{17}$ $\frac{Y}{26}$ $\frac{C}{22}$ $\frac{S}{12}$
5. $\frac{D}{1}$ $\frac{U}{8}$ $\frac{R}{2}$ $\frac{A}{10}$ $\frac{B}{13}$ $\frac{L}{9}$ $\frac{E}{24}$ $\frac{P}{11}$ $\frac{R}{2}$ $\frac{E}{24}$ $\frac{S}{12}$ $\frac{S}{12}$
6. $\frac{N}{18}$ $\frac{A}{10}$ $\frac{T}{17}$ $\frac{U}{8}$ $\frac{R}{2}$ $\frac{A}{10}$ $\frac{L}{9}$ $\frac{F}{21}$ $\frac{A}{10}$ $\frac{B}{13}$ $\frac{R}{2}$ $\frac{I}{26}$ $\frac{C}{22}$
7. $\frac{B}{13}$ $\frac{L}{9}$ $\frac{E}{24}$ $\frac{N}{18}$ $\frac{D}{1}$ $\frac{S}{12}$
8. $\frac{D}{1}$ $\frac{R}{2}$ $\frac{Y}{15}$ $\frac{C}{22}$ $\frac{L}{9}$ $\frac{E}{24}$ $\frac{A}{10}$ $\frac{N}{18}$ $\frac{I}{26}$ $\frac{N}{18}$ $\frac{G}{16}$
9. $\frac{M}{14}$ $\frac{E}{24}$ $\frac{N}{18}$ $\frac{D}{1}$ $\frac{I}{26}$ $\frac{N}{18}$ $\frac{G}{16}$
10. $\frac{D}{1}$ $\frac{A}{10}$ $\frac{R}{2}$ $\frac{N}{18}$
11. $\frac{P}{11}$ $\frac{A}{10}$ $\frac{T}{17}$ $\frac{C}{22}$ $\frac{H}{5}$

CLOTHING CARE
SECTION E UNIT II
OBJECTIVE #4
MAZE



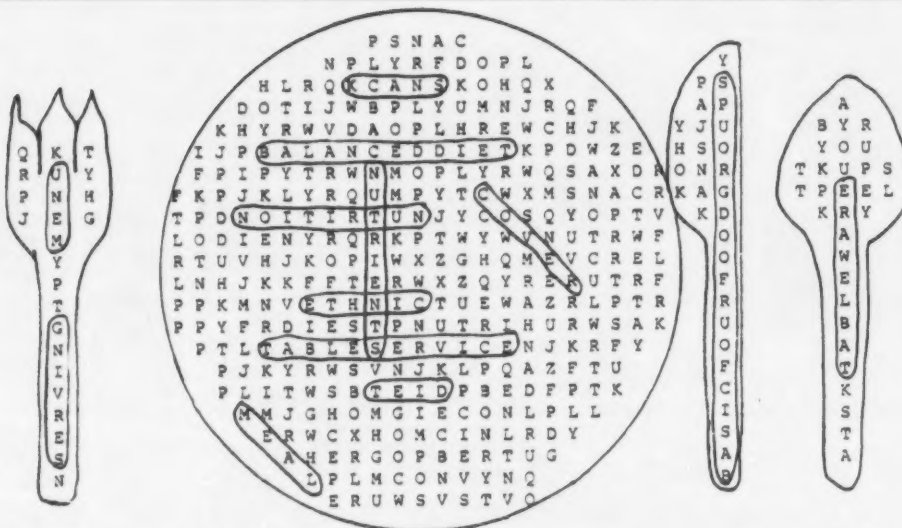
CLOTHING CARE
SECTION E UNIT II
OBJECTIVE #4
WORD HUNT



CLOTHING CARE
SECTION E UNIT II
OBJECTIVE #6
ASSIGNMENT

#1	HOT	#11	HOT
#2	WARM	#12	COLD
#3	COLD	#13	WARM
#4	WARM	#14	COLD
#5	COLD	#15	WARM
#6	WARM	#16	COLD
#7	COLD	#17	WARM
#8	COLD	#18	WARM
#9	WAR	#19	HOT
#10	HOT	#20	COLD

MEAL PLANNING AND TABLE SERVICE
SECTION F UNIT I
OBJECTIVE #1
WORD SEARCH



MEAL PLANNING AND TABLE SERVICE
SECTION F UNIT I
OBJECTIVE #5
WORD SCRAMBLE

1. RIBOFLAVIN
2. VITAMIN C
3. IODINE
4. CARBOHYDRATES
5. VITAMIN A
6. PROTEINS
7. CALCIUM
8. THIAMINE
9. NIACIN
10. IRON
11. FATS
12. VITAMIN D
13. PHOSPHOROUS

KITCHEN TOOLS AND UTENSILS
SECTION F UNIT II
OBJECTIVE #1, 2, 3, 4, 5, 6, 7, 8
GAME

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- | | | | |
|---------------------------------------|--|---|--|
| 1. Miscellaneous
Mixing bowls | 18. Baking/Oven
Angel Food cake pan | 35. Sifting
Flour sifter | 51. Miscellaneous
Can opener |
| 2. Miscellaneous
Melon ball cutter | 19. Range-top
Double-boiler | 36. Chopping
Cutting board | 52. Miscellaneous
Rolling Pin & cover |
| 3. Stirring
Cooking spoon | 20. Whipping
Wire Whisk (Whip) | 37. Mashing
Potato masher | 53. Clean-up
Sink liner |
| 4. Turning
Tongs | 21. Range-top
Skillets | 38. Baking/Oven
Square cake pan | 54. Turning
Turner |
| 5. Miscellaneous
Funnel | 22. Baking
Wire rack | 39. Miscellaneous
Pastry blender | 55. Baking/Oven
Baking/Casserole dish |
| 6. Baking/oven
Round cake pan | 23. Miscellaneous
Pastry brush | 40. Cutting
French/Chef's knife | 56. Clean-up
Bottle brush |
| 7. Cutting
Kitchen shears | 24. Clean-up
Vegetable brush | 41. Baking/Oven
Pie pan | 57. Range-top
Saucepans |
| 8. Cutting
Peeler | 25. Measuring
Dry Measuring cups | 42. Measuring
Liquid Measuring cups | 58. Dipping
Slotted spoon |
| 9. Baking/Oven
Cookie sheet | 26. Cutting
Paring knife | 43. Miscellaneous
Deep fat/candy thermometer | 59. Cutting
Grater |
| 10. Cutting
Butcher Knife | 27. Draining
Colander | 44. Baking/Oven
Loaf pan | 60. Clean-up
Dish pan |
| 11. Baking/Oven
Bundt pan | 28. Measuring
Straight-edge spatula | 45. Cutting
Bread knife | |
| 12. Measuring
Measuring spoons | 29. Miscellaneous
Bottle opener | 46. Dipping
Ladle | |
| 13. Lifting
Two-tined fork | 30. Beating
Rotary beater | 47. Baking/Oven
Muffin pan | |
| 14. Miscellaneous
Molds | 31. Straining
Strainer/Sieve | 48. Clean-up
Scouring pad/brush | |
| 15. Range-top
Dutch oven | 32. Range-top
Griddle | 49. Baking/Oven
Jelly roll pan | |
| 16. Miscellaneous
Rubber scraper | 33. Clean-up
Dish drainer | 50. Cutting
Meat slicer | |
| 17. Miscellaneous
Meat thermometer | 34. Stirring
Wooden spoon | | |

FOOD PREPARATION
SECTION F UNIT III
OBJECTIVE #2
WORD SEARCH

B L E N B S Z O P Q
 A J B N I T U C K R
 L I T E P I N R I U
 C E P O R B U E G E
 N D S M X T R A H N
 I N T I E L V M P I
 D E V H F H W P I B
 L L W Z S T O J H M
 O B K F I B R M W O
 F O A E N K B L P C

FOOD PREPARATION
SECTION F UNIT III
OBJECTIVE #4
WORD SCRAMBLE

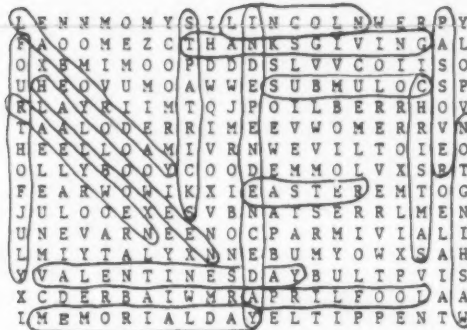
1. BARBECUE
2. DREDGE
3. PARBOIL
4. PREHEAT
5. SCALD
6. CHILL
7. DRAIN
8. GARNISH
9. POACH
10. STEAM
11. BAKE
12. BASTE
13. BROIL
14. BROWN
15. DEEP FAT FRY
16. FREEZE
17. FRY
18. ROAST
19. SAUTE'

SPECIAL OCCASIONS
SECTION F UNIT IV
OBJECTIVE #1
WORD SEARCH

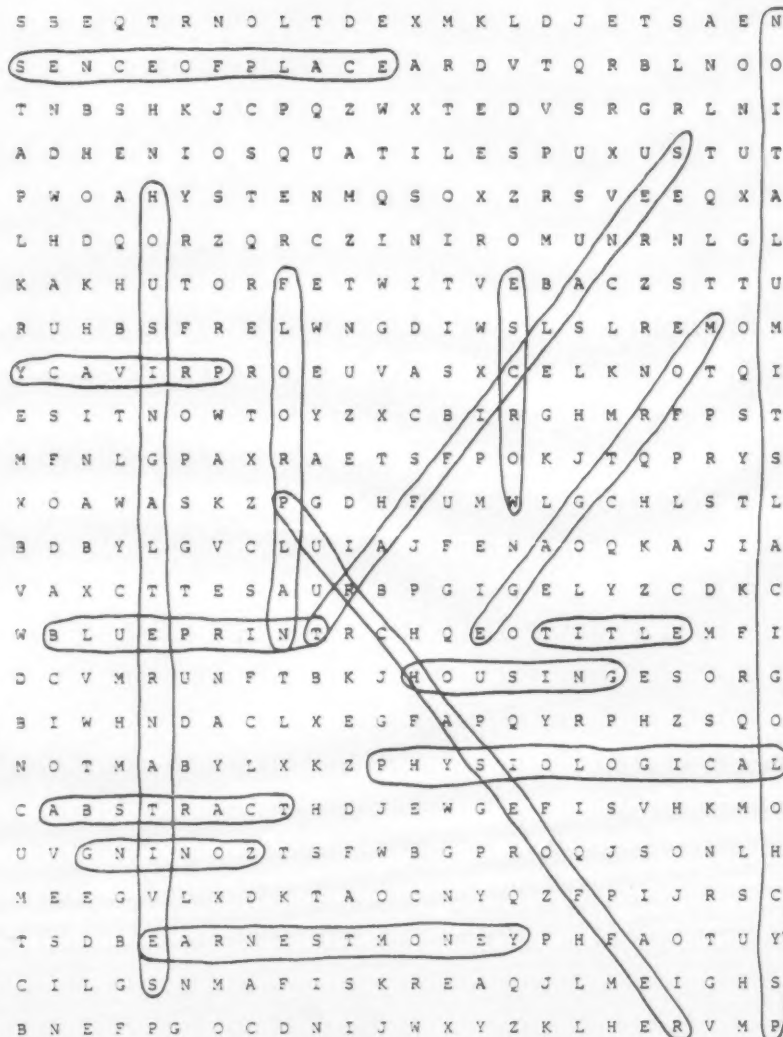
E	A	B	B	K	E	F	O	F	I	F	Z	G	A	Y
H	T	Z	O	I	N	B	J	A	N	K	T	L	C	M
D	N	I	O	E	P	M	L	F	T	Q	I	R	G	K
J	S	H	O	T	I	U	J	V	R	W	P	X	Y	K
L	I	Z	A	U	M	H	B	C	O	N	P	D	E	O
P	F	Q	P	G	E	R	H	B	D	I	I	S	F	T
U	K	V	L	C	J	T	M	N	U	O	N	P	V	A
B	S	C	W	K	X	D	T	E	C	F	G	A	U	H
B	Z	I	A	F	E	J	K	E	T	L	B	E	M	N
C	K	I	N	V	I	T	A	T	I	O	N	O	D	P
Q	E	C	F	R	P	B	S	G	O	G	A	T	U	H
I	J	V	K	W	S	R	E	N	N	A	M	X	E	C

SPECIAL OCCASIONS
SECTION F UNIT IV
OBJECTIVE #11
WORD SEARCH

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HOUSING SELECTION
SECTION G UNIT I
OBJECTIVE #1
WORD HUNT



1. Custom-Built House
2. Vacation
3. Development
4. Mobile Home
5. Detached House
6. Prefabricated Housing
7. Older or Preowned

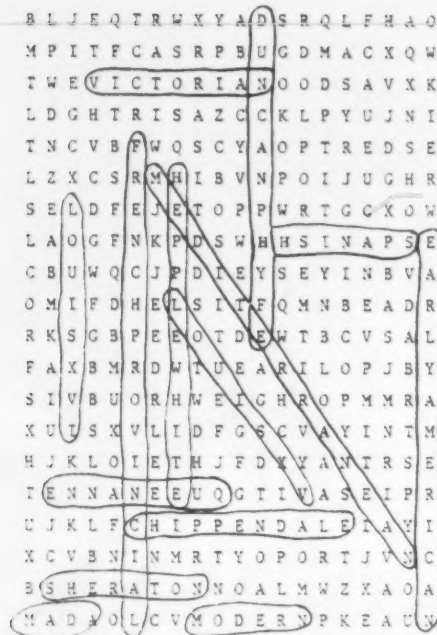
1. Duplex
2. Cooperative
3. Institutional
4. Condominium
5. Rented Room
6. Townhouse
7. Hi-Rise Apartment Building
8. Apartment House
9. Vacation

[illegible]

START HERE

SELECTION/MAINTENANCE OF HOME FURNISHINGS
SECTION G UNIT II
OBJECTIVE #3
WORD HUNT

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SELECTION/MAINTENANCE OF HOME FURNISHINGS
SECTION G UNIT II
OBJECTIVE #7
CROSSWORD PUZZLE

